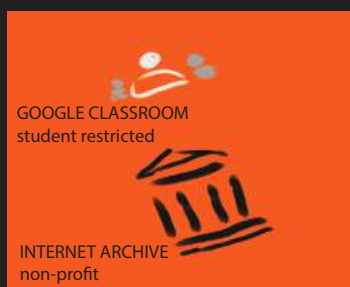


SUBJECT TALKS is a series for university courses of English linguistics at higher learning in a campus environment confused into a better learning for a talk.



Wajdan Raza is a teaching staff at the University of Karachi.



SUBJECT TALKS: talks about English phonology

Why do we talk? SUBJECT TALKS.

talks about English phonology

WRITELEFT



playing a flute



SUBJECT TALKS - English Phonology, by Wajdan Raza, is a unique book in the sense that it is neither a book nor a manual nor a treatise but his classroom talks compiled in a way that all his students and general readers can understand the basics of phonology.

Phonology is, indeed, a difficult subject to teach as it deals with the sound systems of a language. The process of communication is initiated in the brain and to give those thoughts a tangible form one has to transform those ideas through your voice. To articulate your voice in the right manner by using different parts of your mouth and by giving pauses and stresses at the right place makes those sounds meaningful and understandable. It is somewhat like playing a flute or bagpipe where you have to produce different musical notes by playing with the chanter. Pakistan being a multilingual language country makes the process of producing correct sounds in English all the more difficult as we tend to substitute the English phonemes with the closest sound in our native language.

Hence, it becomes difficult to differentiate between /v/ and /w/ and /j/ and a vowel in Urdu. Plosives, alveolar consonants and fricatives are mind-boggling. To define the position of each part of our mouth while producing an English sound really becomes an ordeal. Pakistanis also have an inherent problem in pronouncing consonant clusters; hence *screw*, *school* and *station* have been localized. There are two obstructions in speaking in RP- one is that "speech habits" once learnt in childhood are difficult to "unlearn".

It is an uphill task for Wajdan to teach Phonology and all the more convince his students to speak in RP or King's English. I wish him all the best in his endeavours to improve the spoken English of his students and hope that his "classroom talks" will prove to be very beneficial for students of linguistics and those readers who are genuinely interested in speaking "King's English". Cheers!

AIR COMMODORE (R) KHAYYAM DURRANI
Ex Assistant chief of Air Staff
Pakistan Air Force

-

within



An old man at his knees speaks a word
You call Oneness in best books of green
At this table once I stood up and peeped
Into a paper too weak to flip and find in
The presence of hue you match within.

This is common as a tea sip in Sindh
Of lazy and rowdy boys in pink
Who sale the dates on the highways
Open to the drivers with the greens
On the winds rejecting wheels within.

She comes and I knock it for him
Who changes but speaks it again
At this very place we see a man
At the sunrise you picture again
For her lost love she remembers within.



WAJDAN RAZA
Staff
University of Karachi

-

WRITELEFT is a creative property.

-



FOR MY STUDENTS AND KU.



-

Character builds a man and thus goes a long way in building a nation, too. Quaid-e-Azam Mohammad Ali Jinnah was the true embodiment of one such strong character that builds not just his own 'self' but Pakistan and the Pakistani nation as well.

DG-ISPR's first lines in a beautifully collected paper book *Quaid-e-Azam Mohammad Ali Jinnah: a visionary leader, great statesman and founder of Pakistan* from a smiling girl at Karachi's EXPO's stall for Hilal Publications-Rawalpindi and ISPR.





English and language
are not different for
the old branches
touching the human
gathering on the floor
called English.

-

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PHOTOCOPIABLE TEXT

2. Wiederholung

-

SUBJECT TALKS

ENGLISH PHONOLOGY

For Pakistan

Wajdan Raza
Teaching staff
University of Karachi

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IPA News

23 Mar 2025

IPA Student Awards given for TAI 2025

Four student members have received IPA Student Awards for their participation at TAI 2025, the 3rd International Conference on Tone and Intonation, 16-18 May, 2025, in Herrsching, Germany. They are:

- Maria Lialiou (University of Cologne, Germany)
- Teerawee Sukanchanon (Chulalongkorn University, Thailand)
- Zhou Wangqian (The Chinese University of Hong Kong)
- Fengyue Zhao (Cornell University, USA)

Congratulations to the awardees!

Committee on Conference Sponsorships and Student Awards: Patrice Beddor, Ioana Chitoran (chair), John Esling, Jonathan Harrington, Katerina Nicolaidis, Masaki Taniguchi

POST

International Phonetic Association
<https://www.internationalphoneticassociation.org/news>

-

The most fascinating human development is its cheapest and miraculous language growth into a frequency of sound developing into a consistent semantic loop of a structure of language. Pakistan's technological development in higher education and other schooling degrees of education and discoveries must be utilized to save, document and report the intelligence the human recognizes and consistently connects with the historical language seen and heard on television screens, listened to on telephones and used for daily talks.

-

The teacher's presence is felt once the student has attained some degree of concentration and direction towards some stated objectives and is likely to set a new way to the motivation of learning and life sciences. Their reading is not enough for such achievements. They must have a plan of learning as an experience of positivity, strength and good challenge. Discussions, an eye on the weblinks, simulated realities in films, dramas and documentary type reels are good supplements. A lecture, a poster, a written assignment, a peer review, a speech and a talk can plan the learning here.

-

What incentive is seen in the interpretation(s) of language processing for phonological reasoning? Read Sapir's language 1921 and environment and the Frontier's brain and behaviour 2020.

Or just delay it to the end of the book of reading and doing

-

I hope you will realize a needed degree of differentiation about human capacities, machine generation, speech production and inner speech for a generic composition of the course typed as phonological in human sciences. The speech's material development is equally fascinating as its manifestation is analyzed as (trans)global for universality, identical for community and differentiating for individual liberty.

I wish you a good learning experience at your chosen place of achievements.

SUBJECT TALKS

I was asked to describe my teaching methodology for a visit and a settlement with an Australian university in 2020. The reluctance I had grown in me had required some words for an acceptable justification and its acceptance. The following I wrote on a paper like this one:

Hardly do I deliver lectures in classrooms of subject and language. Interaction has been the key to an initiation of communication with students of Pakistani origin in Karachi of different zones and resources. Recent information transfer to subject learners might have been observed with teacher's and learner's talks in/and beyond specified time scheduled for frequency of interactions in under-resourced rooms. Classroom management is opened with small talks for student-teacher trust and linguistic proficiency measures and built upon theoretical lectures, reading sessions, discussions and academic partnership for a conclusive presentation into student's/learner's rate and a form of transfer of knowledge for the tests and the scores.

A student of mine may enquire about the true value of the interaction in some episodic relationship of information and structural development for a thought and its travel to a subjective mind for a more lapse and its penetration before it is academically received for a process and a differing product centring around it or across its body of communication. The talks he or she listens to are audio clips of my words about the subject and its texts. The language participation's requirement for the students in a teacher's talk is not just democratizing but establishing a healthy relationship in the room where they are likely to sit and enjoy. The language of the books, the journals, the magazines, the papers, the people and the electronic media changes its patterning in the thinking reception of each mind before it is met with the

-
other and many doing the same differently. The thought developing in the course of some subjectivity of life and practice needs its spatial existence in such a room of teaching and learning or just learning as a continuum for both the teacher and the students as true and closest participants of the communicating in the medium of the air. The tradition of fixities of the teacher's place and the students' ones are common and ensured in a local organization of educational practice in Pakistan. The respect the environment enjoys may contradict the conditions for a life communication in public institutions of higher education here.

Subject Talks is a result of an opportunity created for the students studying in very difficult ranges of rooms of teaching in a two-room teaching department of English of the University of Karachi. The room for them is influenced by criminologists studying and supporting the Islamic scriptures for a correction in the city's prisons. English and its space for education is liberal if not contradictory with the behaviour of the people around the girls and a male teacher of some English attitude in it. The humble head of the department of criminology from the province of Sindh had advised me not to teach the girls. This stress of the community, lack of public funds, Islamic space and its constraint for university girls and increasing gender disparity in favour of girls for a support from the WB, the Asian Foundation and many good funding agencies were changing themselves into a medium for the life that they and I wanted to go into.

Subject Talks has a *you know*, a *we know*, an *I think* and a *you* for the talks stopping the monologic linguistic relationship and finding a mental space of togetherness. The pronominal *we* is slipped into it too. They are not the fillers but the subjective relationship of growth and its liberty for the mind that I need to talk to. The audio recorded sessions are received by the students and the transcripts and edits are here.

Subject Talks is not aimed to lecture but change the information into a life learning.

SHIRLEY AND THE MASTER

Once upon a time, there was a girl called Shirley. She used to paddle up her pink cycle to get to her master labouring. A grey beard, a long moustache and black, curly head hair had a magical influence upon his bright but assisted eyes lazing in a serious condition of the weather of Sindh. The provincial condition was not just bad because of the mass migrations of the country's families to it but its climatic arrogance upon the speaking inhabitants was difficult to be realized in the parched zone of the master.

"What can we do, master?" she enquired. Shirley was too young to remember the global conditions for political and economic realizations in the living of everyone and everything.

"Can you to talk to the reptile?" the master continued. "The snakes have poisons but you feed, you know."

"I do not feed, but I cannot kill them."

"Do you want to kill?"

"No, I do not want to. I want everyone happy."

"American labs have poison centres. They want to learn what poisons the things have for the humankind."

"Master, is everything so precious in the world?"

"Your laziness for the act of the kill is a motivation towards its learning. The being is not just a man. It is the existence. Its absence is its continuity."

"What is it?"

-

"The speech has the man today that the word and the meaning and the meaning and the word are structuring him. You need him."

"Do I need to learn him?"

"Not really. The speech that the being speaks."

Shirley's brown hair was too long to be left carelessly for the eyes. She tied it colourfully and smiled when she planned to go back her home called *The Shirley's*.

Her family members had left for the UK for a permanent residence. She could not leave him. The city's old, clumsily adjusted for her new style of living. A black smart television and a green wardrobe were placed to the two corners of the room open to the dining space reaching the cooking area of some American formulation that everyone could see. The books had been shelved and the tabs had been sent the energy. The communication she wanted was not intrapersonal but connecting, improving and controlling. The master wanted her to see it. She was planning to teach a course and had been given a responsibility in the University of Karachi, a notoriously girls' place for learning the days she was paddling up and down, tying her hair out and smiling for everyone and everything.

Shirley wanted some orderliness before she became a part of the communication that she had developed into *The Shirley's*.

SHIRLEY'S ORDERLINESS

HEALTHY CLEANLINESS	The door to the stole and the bag to the word
POSITIVE SILENCE	The bird to the man and the head to the toes
POSITIVE LEARNING MOTIVATION	The moving dust to the chirping lips
THE SMILES	The eyes to the master
THE OFF-CLASSROOM TALKS	The sound to the speech
TECH GOOGLE RECEPTION	The tip to the sight and the girls to the boys
TECH GOOGLE SUBMISSION	The thinking to the learning
HEALTHY VISITS TO THE CAMPUS	The shoes to the <i>jutti</i> and the word to the meaning

TEACHING

Teaching was noble in the religious history because of the traditions of moral values, principled actions and honour in addition to the liberty attached to a human. It has not lost its verbatim but redefined itself in the contesting human population of nearly 8 billion on the planet. A market, supply chain and certified teachers are not the newness of it but a point of realization of information structures structuring the human behaviour for the present and the future. The text written or spoken or saved in some documentation is guided, screened and looped back and forth for the reader or the viewer with or without an idea he or she wants to travel into or sleep walks for. The learner must participate to face the marketization of the relationship developing for their needs, actions and performances.

Is it a matter of a trust between too many groups of humans and things in and across educational institutions? I do not want to know. The truth is the learning is difficult, not because they do not want to come to it but it is connected to the word redefining for a neocolonizing market and some neoliberal controls. The education is a million-dollar work for a small school in the city of Karachi. The English market in or outside the country is far more moneying for an under-privileged or an under-resourced community. Extremely challenged Urdu speaking communities in the city have to have the learning of the schools for a better life in Pakistan if the global citizens want to insist upon the shut-down or stop the *madaaris* (Islamic preachings for the Quran and Sunnah) of Islamic history for a deviant meaning of human life and death and *dunyaa* for the nation-state system. The meaning shift and its problems are too obvious in ethnolinguistic religious speech communities. The Muslims' welfare state must have an insight.

The publications are the past. The new is not seen in the words. The seen is not a sleep walk either. The visual stream of the bright eyes of a Pushtun selling at a cart on the

-

most expensive roads of the city, the red lines in the ones of a Hindu serving ice-cream and yellow jelly in Sindhi-speaking Larkana, and a Punjabi cleaning my house's sideways everyday for his daughter's education are a challenging degree of human literacies for all experiences.

The meaning is marketed. The language is valued before it is processed and replied to. It should not happen in a speech community. A psychic development of a political idea for a control of a mind for its material value may have been a reason for a disturbance of lack of mutual intelligibilities among the language users. Their bodies and brains are an environment that needs a motivation of a chemical change for a growth and liberty.

An excellent person must exhibit excellent conditions for life communication. The ability to teach is teachability. The learning must be in acquisition of the abilities of a true human that can read and reply to the market and the word true to its meaning. The language seen is uttered, worded and expressed for a life for the past, the present and the future. The walks may be synced with the musicality of the language.

The HEC-Pakistan and the Statistics Division have reported numerous achievements of the governments since the country's political liberty. The military for education, Islamic values and technological developments are a significant relative performance of the State of Islamic Republic of Pakistan. Radical left and liberal arts are the placid waters for the business, political and military rich groups. However, the contradictory or inconsistent or decisions by authority for political decisions of political groups and organizations have radicalized the norms and the behaviour of the citizens. The nation must thrive.

-

KARACHI

'Citi Never Sleeps' was tagged on an American card of my brother when the military had established its contacts with the world and the Muttahida Qaumi Movement (MQM), a leading socialist, liberal movement of Urdu-speaking Muhajirs, the latter had replaced the religious numeracy for an unstable democratic defining construct for the city busy in commerce, television commercials and educational toughness for all religious sects and non-religious firmness of life practitioners. General Pervez Musharraf in Pakistan and the self-exiled movement's founding head Altaf Hussain from London were in the international press. An anti-religious firmness was felt to be a part of the city's life to undo Islamic warship against Russia and gain back the support of the historical American people for a moderation of the religious life. The Punjabi and Pushto Talibans were approaching Karachi for a collateral damage. The Muahjirs' unfortunate engagement in the continuation of the Jihad and the city's Mayor's amazing work for structural development are in a public crisis today.

Karachi is a massively large and unimaginably true urbanity for colour, creed, costumes, and cosmopolitan lifestyle against or with an equally increased minarets and mosques for Muslims. Mr Jinnah, the founding head of Pakistan, wanted a modern welfare state for Muslims wherein everyone including non-Muslims could live happily. Mr Hussain's popularity for urban development, equal rights and provincial liberty had attracted the downtrodden and the educated in Sindh, Punjab and KPK. This increase of ethnic liberty to multiethnicities of a developing nation for human indexing's improvement in the Muslim world seem to have caused a weak intra-ethnic identity but jumped the movement into a national political fairness of justice for the people. Mr Khan's recent persecution in a state-controlled cell is likely to disturb the ecological frame of the nation. The nation needs Mr Jinnah's democratic values and the state must be seen as a welfare for everyone. The bloodshed's history in the 1970s

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for the continuity of Karachi as the centre's capital of politics and commerce , the 1980s for the ethnic life, the 1990s for the life's results into a conflict with the religion and its biggest KSA's supported Sunni sect, the 2000s for land-grabbing, the 2010s for lawlessness and the 2020s for social deprivation of the Urdu-speaking communities in the presence of the massive human and money investments of Punjab and KPK has a reason of a multiethnic extended family of this man who has studied the world in the University of Karachi, the USM-Malaysia and the KCL-London. The KCL's was a failure in terms of a formal study in the Waterloo Campus, but it has maintained its relationship with me. Dr Nick Andon, a teaching staff, was a good friend of mine on Facebook. Dr Malik of the USM wants to work with me, for national strategies, with or without the language planning, in his odd times. The books I read are American and European. Hardy do I see an Asian Press in my studies for some religious and ethnically different young, white, coloured, politically secret faces of Pakistan waiting for my sessions to continue. My airtime seems to have come to an end. The head I have is a bit damaged. The room the university offers has had a bad voice travel and a weak student-teacher and student-student coordination. I asked a friend of mine in the administration if we could improve the conditions of the rooms. He required massive investments of the governments. A medical doctor of PN Shifa helps. I have had to drive for the service and its payment in Pakistani rupees. The University of Karachi's low visibility for such closeness may have the historical seriousness for or about the community or the provincial head's political naughtiness or the 900-miles-away Islamabad, the shifted centre for the Islamic Republic of Pakistan, or the economic meltdown. The traumatic lives of the university's professors need a serious state's attention. Their residences, medical service and the family support are unrealized in the most spending city. The support staff are unhealthy too. Let me report a recent incidence in one of the unspeakably wrong rooms for a continuous university teaching for a bi-sex classroom population of Muslims.

KU's Bright female student: *Sir, what is the scope of the course of linguistics?*

Me: *Do you want to know about its learning scope?*

KU's Bright female student: *Sir...*

Me: *The life. It you will passes on to your children and family.*

KU's Bright female student: *Sir...*

Me: *The other side of it is its economic liberty for those who work. English has it.*

Maybe, she wanted to know about higher education and its continuing part for the one who needs some excellence for a reason. A good national government must

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differentiate the educated from the poor by offering them a higher living quality. Malaysian government offers a car for mobility, a house for living, medical facility and political support to its citizen receiving higher education. In Pakistan, it is not bad government schooling, it is bad state mechanism. The state language is antidemocratic, non-nation governing when it comes to communication for work at a state-controlled community. The schools, colleges and universities have almost crippled. The power the state and its language asserts could not be sustained by beautifully educated minds as students and teachers. The KU needs a democratic language of the state for the same brilliance it is known for. I have seen many instances here.

A beautiful Baloch for the eldest brother, a sharp Punjab-origin Urdu-speaking Sindhi medical doctor for the tallest one in Adelaide, two white-skinned Indian-origin for two permanent residents of the city and a tanned journalist for an international press for the youngest one are hitched and growing with their kids and relatives. Usman and Tooba, the sweetest gifts, travel to meet and make me happy. It is a city. The two sisters have handsome and hardworking men for their smiling families. Educational structure's informality in the physical setting of the university and political deprivation might have caused a reason to build a life challenge for me.

19th in the Sittal

Once upon a time, there was a man in a paradise called Sittal known for its art, colour and liberty for bright boys and growing girls, smiling men and flaunting women, and flying birds and quick animals. The sound travelled and the sky jumped to the green plant growing a flower all orange to be plucked and picked to her left part of the misty, dirty hair. He saw her in the Sittal for a day of his birth. The sound travelled again rhyming:

Birthday!

It was sent to the eldest bro on his birthday celebrations in Sukkur.

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SUBJECT TALKS

ENGLISH PHONOLOGY

For Pakistan

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WHY IS A COURSE OF ENGLISH PHONOLOGY IMPORTANT FOR?

- Because it improves English pronunciation.
- Because it helps learn the very basics of a human language.
- Because it establishes a relationship between a human language and a human body.

-

CLASSROOM TALK 1

Isn't it always safe to continue writing in a formal way in classroom learning of university education? A good sentence to a nice paragraph has a value to your terminal test system of the university. Yet, no one should disagree the importance of a great deal of informality of writing today. Stop at Maskan or Disco and look around, you will see ads of speaking.

Writing seems to have attached some value of personalization to English speaking as well. You may use the following dialogue/pair of spoken sentences or an adjacency pair to improve the audience attention:

Hina: I was ill.

Sikandar: How're you now?

A paragraph containing the pair may help the writer focus friendship and pleasant mood. Similarly, the writer may use a reported speech to define an event of friendship in the following words:

"I was ill," Hina said.

Sikandar enquired, "How're you now?"

English speakers use one/ones to replace repeating noun phrases in daily interactions:

Hina: I like the T-shirt.

Sikandar: I don't like that one.

Hina: I like such clothes.

Sikandar: I don't like such ones.

-

More to the point, the writer may maintain many English tenses at a place at times. His/her main tense of time may, however, fall in the past and others in the present or/and the future:

Hina: She was all busy yesternight. She couldn't even take a nap in the afternoon. I don't know the reason. Perhaps she wanted to test the magical portion in that dark room. Will she get the result? Let us wait.

In summary, this personalization may have:

- a dialogue;
- a reported speech;
- one/ones; and
- main tense of grammar.

-

CLASSROOM TALK 2

Good morning and Assalamualaikum!

This is Wajdan Raza.

I had a good chat with 17 of you today. I think that this population of yours is likely to increase with the passage of time. I would like to talk about the same and some differences for 10 to 15 minutes. The course is really important for us at the department of English in the University of Karachi.

The specifications are already given in the booklet. If you have already gotten it, you can get it. This course is aimed to have a look at the language's pronunciation and its details. Speaking is one of the cheapest ways of communication these days. We know that it is very spontaneous and natural and has this natural integration into the bodies of human minds and brains. And this spontaneity has a good match with technological development. Whatsoever is spoken in the classroom of teaching and learning can also be heard and responded to at any centre of the world because of this technological development today. This is spontaneity and natural growth of the human mind easily picked up by technologically improved devices. Writing has been reduced at the expense of a speaking development at the screens and devices. Social media are frequently used to transmit voice calls. We love doing it. I just got a message from one of my colleagues in the language of Urdu today. She loves switching between Urdu and English. I just tried to respond to her queries.

We love talking and feel that writing is laborious. It needs more organization and pushes us into the organization of structures and punctuations; hardly do we go with the points of difficulties in speaking. You know we want to go with the flow of the language. The language that is spoken is natural and is connected with us. The

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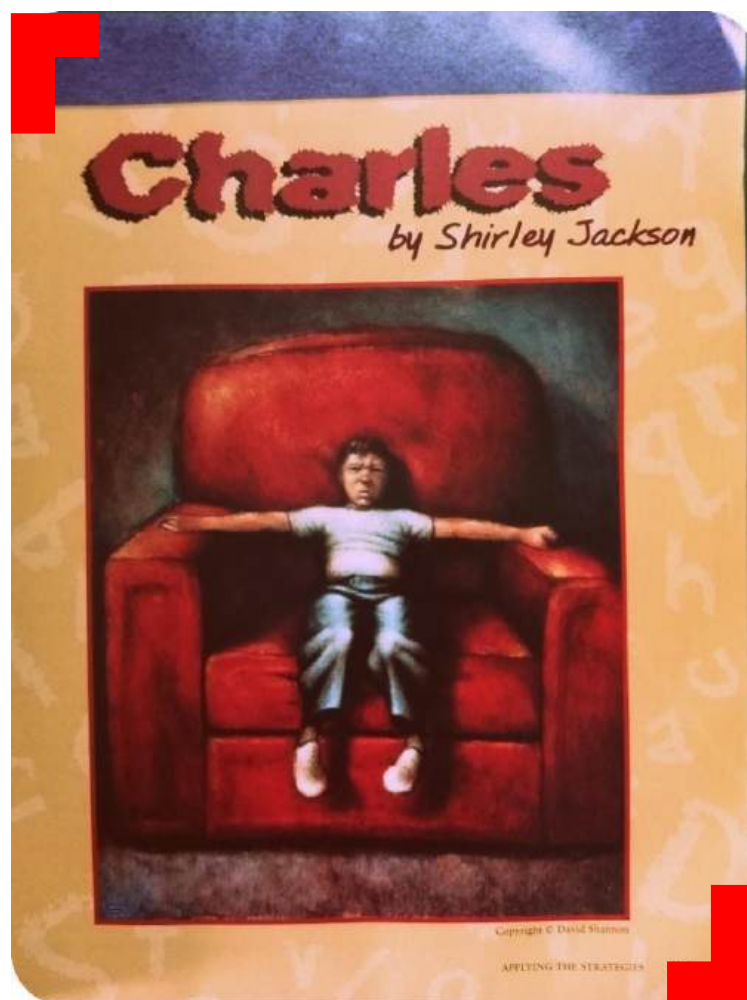
course's specifications are amazingly true. The same spoken language has several displays globally. It is as same as the one spoken in the UK, the US, Australia or Canada. Its physicality is different at the core part of mutual intelligibly. It means that the language is quite common at the point of some conceptual development and emotional growth but may have some differences when it exhibits itself into the air and the environment. Whatsoever is in the mind or the body is thrown into the airstream with some shifts and adjustments. What I'm talking about has its own philosophical development in a human body and its brain, but the way it's being pushed into the air for the reception is obviously different from the rest of the speakers of the language.

We have common emotions, thoughts and patterning. However, the way they're put together for a fixation into the pattern of human speech community, they may have the same similarity. The bodily changing environment makes it different for every speaker too.

However, there are many imagined contact communities these days. If we come from the same place, we can retain some good quality of the speech and have it matched with the speakers of the centres of the language. For example, the international media's persons speak on a recent escalation of a conflict situation between Pakistan and Iran internationally. Ms Rabbani Khar's voice matches internationally. The language is globally connected. In a different electronic clip, a man for a car's description in the western hemisphere is different but speaks it the way it is used in education. His speech was placed fifty years ago. And this physical activity obviously needs this human development. The development was different fifty or sixty years ago and is probably different from the day. And the difference between the male and female is significant as well. You have to see if this difference can also contribute to the description of the change of the language variety. If you can have these two sets and two columns, let's try to see if some of them can be placed in one of the categories. I'll just try to compare and see if the language's variation can be squeezed into the description of speech production. The word spoken in a second has its own details. I think, that is what I really wanted to stress upon at the start of today's session. So, we have lots of words in five seconds. And again, if you have a second in your hands to control, you can also have the opportunity in getting into the details of the same. Our sec has 60 moments. Those 60 moments have gotten lots of details to appreciate. And that is what is being done today. Ms Khar, the students and the man and I are different but use the language for global connectivity. Does it connect everyone too? Please try to demonstrate your language at home and see if the speakers at home and on the screen have a relative similarity of speech production. You may have two columns for similarities and differences of the production. The pronunciation is playing a significant role in this bod(il)y changing. Thanks.

-

Its physicality is different at the core part of mutual intelligibly. It means that the language is quite common at the point of some conceptual development and emotional growth but may have some differences when it exhibits itself into the air and the environment. Whatsoever is in the mind or the body is thrown into the airstream with some shifts and adjustments.



In Post-talk

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POST-TALK

Let's go back to the first talk and see if we can improve upon it and its objectives. I want to talk about the physicality of the language in the presence of a human being today. We know that they want to talk about human liberty on the planet. I want to get out of it and see if we can also enjoy it in some other directions. This liberty, I am sure, has been debated and discussed with the programme of learning by the department of English. Most of you have gone through some courses of English literature. There are many thematic arrangements. The same thematic arrangement may also be squeezed into the course of English phonology.

How can we do this?

I think this can be done through liberty of thinking back into the brain. We reproduce it into the air that we enjoy. Somewhere we have lots of liberties to portray upon the world that we interact everyday. This interaction has gotten its own attraction. I think this is what was exemplified today. Two things that are closer. They can be brought into some contact and can also loosened into some unity sometimes. The language that is quite common to all of us can also do this wonder.

English language, for instance, introduced to us, from kindergarten to the day, can pick up or be picked up and push into or be pushed into the lives of all speakers of the language. That is something to do with imagined community contact. And you have been into this community contact for years; but the person's authorship that is with you is not here. The speaker imagines to be a part of a language before he or she does it for a realization or a physical realization. The realization can be confirmed with the auditory judgement or a machine as a reporting tool or device. This imagined community contact has gotten its own incentives and problems. The incentives in terms of this expansion of the world to the top of the speaker or the learners have

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been witnessed among the community of yours. I think that the problem is that the language that he or she uses will certainly be different or opposite to the community that this author or the speaker might have come from. For example, the English used in Britain or the States may have a different physical realization in Pakistan. I think this problem can be reduced or rationalized with the help of the physicality of the human being. The being that uses the same language, you know, can show their liberal values of human presence in or through some physical adjustments. For instance, the one who is in the mountainous ranges of Pakistan can have different functions of the lungs. And the one who lives on certain plane of the country can have a different performance. The one who is in the mountains can be witnessed shouting to be heard in a difficult weather condition. The one who is on the plane is soft spoken. And the one who is in the city is congruent with the electronic transmission of the world. The city of Karachi has its electronic support. It's really difficult to have someone having lots of loudness in and avoiding the quality. I did. That's being done here. The city's life is naturally different from the one of the planes or the plateau or the valleys. This is where this issue of Aisha's curiosity about accentuation can jump into. And we will try to take this out later. This uniqueness of the speaker is insisted upon everyday.

Aisha's talk is different from Yumna's, for instance. Both of us think alike interestingly, but we behave differently. This behaviour is more linguistic in the course of English phonology. We will also try to see that the brain has lots of lobes: the speaking lobe, the listening lobe, the visual lobe, the preferential lobe and the frontal lobe. There are many details for neurologists, surgeons and scientists. The preferential has gotten lots of emotional and cognitive burdens upon the language that he or she is planning up to reproduce or produce to the community of contact at times.

Sometimes, the listening moves towards the speaking lobe. That is an issue of brain wiring conductivity, a kind of neurological disorderliness if the environmental electronic inference has been rejected. Or a more natural way is its sound charged with the world's semiotic relationships is sent to the head of the baby or the learner before it is produced, reproduced or replied uniquely. Its uniqueness isn't the word or the babble but the sound of the human differentiated everywhere. The other way around that the speaking is pushed towards the listening wiring. I think that's been done here in the country of Pakistan. We love asking kids to speak or read aloud certain words to get to the idea of speaking. And that's done wonderfully. I think that this wiring is too early to be established in the brain of the kid; it does not happen; but, I think, the University of Cambridge and the University of Oxford have come up with a different idea for some comfortability of some communities living in different zones of the world. Does it affect the lobes' functionalities? If the reception is produced simultaneously, some measure must be carried out.

We need to look into the physicality as well that the language spoken has its own physical arrangement back in the brain and the body of the human being before it's

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received, produced or followed. As the speakers, we have to have lots of auditory receptions. Whatsoever is spoken is sent back to the body of the same speaker for its confirmatory loop. The body that uses the language confirms that that this has been produced and should be received by some machines or human beings. The connection is felt later. We need to see if we can have a such wired connection back in the brain. We need to see if the listening is connected with the speaking and the speaking with this visual reception. Sometimes we look at some written texts, just want to say or mutter and begin writing silently. This inner speech popularly established in psychological and literary worlds has a neurological reason. The inner speech is not in the course of English phonology here, but this is the control of the energy connected to the speech and the voice. That's the connection of the brain containing this listening portion of the world. There's a speaking component of the same body that triggers as if electricity is passed to have it say:

It's a lamp or a tube.

It is switched off then. Its frequently switches are bad. Human being doesn't want it to happen again and again but it does. That mean that her childhood has had some different experience of textual interaction of the language. We have to separate the listening from the speaking before they are connected for a language. This is knowledge administration, not the knowledge of the language. English language has gotten its own alphabet that has its visual performance that has the capability of supporting the listening in late years of life practices. Early years demand the direct reception and production for a semiotic relationship that shapes in some alphabetical order naturally. It is used for some regional support, isn't it?

The physicality is part of human speech and writing. This imagination that that we are into becomes a speech, a physical form of human relationship for language. The course of English phonology is aimed to promote its spoken part. I don't know if this's craziness but we know that the language that's spoken here has its imaginative part of life inviting us to be into it for a positive production and reproduction. Let's see if we can do a physical exercise for some mental arrangement for storytelling. It is an excellent idea these days. Youngsters have been asked to narrate and tell a story. You can also do it for kids and friends. Let's see. I am going to share a picture of a storyteller about Charles doing something in the kindergarten. The child struggled and had to show his unhappiness. Can you develop a story for him? Do not write. Imagine and speak. Just imagine the situation and try to use some words to portray Charles. See if you can come up with your own language, your own thought and your own words of some physicalities and placements at a place on this planet Earth. Stay.

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ADDITIONAL POINT TO THE POST-TALK

The sensical compositions of hearing, sight, touch, sniff and babble for a just born human baby are found truly related to the parental bodies and their contacts with the people and the world in and through experiences and beliefs. She hears before she processes it to the imagination of her existence into a community of human speakers. For example, /k/ is an imaginative and consistent production of a part of the tongue and the hard palate of a human speaker before it is transmitted to a machine for a software package. If it is repeated, the speaker will realize the speech order's dependence upon the speech physiological development into its order for a good human placement into the relational equity for the meaning that the sound is aimed to deliver. It is togetherness of human space on the plane Earth.

It is a car.

The /k/ is successfully related now, isn't it? The English it acquires differs in human bodies because of their sizes and cultures. The baby has same and different experiences, attitudes, thoughts and feelings. The man's epiglottis is larger than the woman's. The frequency determines the shrill and the bass.

A bird or an animal has the relationship but lacks the meaning for humankind.

CLASSROOM TALK 3

Good morning and Assalamalaikum!

Wajdan's here. I want you to recall a discussion that we had in the last session in the room of linguistics last day. We tried to fancy the idea of the relationship between language and imagination and learned that this separation between the two had caused a good contact between the body and the world and that needed the physicality of the same in some creative ways. One of the ways is sound formation. The formation has its own meaning relationship. Therefore, when it comes to phonological studies, we try to establish this creative sound participation of the physicality of the contact between the body and the world. The smallest distinctive meaning part of spoken expression is referred to as a phoneme. We were trying to see that language causing languages to grow in human speech communities in particular. Particular languages had some good relationships with some phonemic arrangements of sounds; and that's something to do with meaning. The meaning making process is really amazing in its natural contraction to sound formations in the body of a human being. The body that is born or in the process of a birth tends to hear lots of sounds. And some sounds are really meaningful because of the presence of some parenting bodies. And those parenting bodies are not just words, but they are messages to the developing bodies. The developing bodies try to take meanings out of the same and pick some of them to establish their language and their physicality in a particular environment. This particular environment causes a particular language. If we come back to the language of English, we see that this language has its own alphabet and its own sound system. The sound system may match with some other sound systems of languages; but its uniqueness lies with its speakers. If I try to give you some examples...and ask you to compare your own language with some English speakers

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living in different zones of the world. That's how even if the language is the same, we notice that there is a significant difference between the arrangement of the sounds that are really meaningful to us. I want you to maintain the same relational structure of language in general, the language in particular and this meaning part, that is the phonemic arrangements of the sound system of languaging or language's imagination. A phoneme is an imaginative formation of a sound of a particular language.

If you say /k/, we know that it has its own imagination. It can be sent back to your own native language, for instance, Sindhi, Urdu, Persian or Arabic. And the same, you know, can be labelled with a phoneme of Received Pronunciation (RP) of English. We can see that there are lots of words coming with the same initiation, that is *car*, *cool*, *kite* and *cake*. The last word *cake* has the same sound that repeats at both boundaries: the initial and the final. A kid can say that the last word is a bit different because that sound that we have heard repeats here. That's really interesting to follow and that repetition, that comparison, that's placement of the sound at different places and different boundaries, you know, increases the meaningfulness of the context of the body of the word in the world that we see here. The languages have their own worlds and imaginations. Urdu has its own world and its imagination. English has its. The world that we see here is realized a bit differently from the world of one speaking the language in England or the States. We know that this language formation begins somewhere in the process of the birth of a baby and continues developing into certain physicality.

The first part of the production of the expression is a sound that the baby tends to or is likely to produce or reproduce—*produce* means there's something creative and *reproduce* that the same sound that we know is heard with some degree of differentiation. This sound system development has the head and the neck and the lungs. The head if we have the lungs, the neck and the head in the process; or the same head if we have the neck, the lungs and the head in it. The head starts and finishes it. An interception of technological development of some assistance is a new idea that we cannot touch here.

I would like you to watch two simulated video clips and read the first one and try to see how the neck behaves in the sound production. There are many cartilages in certain arrangements to produce a particular phonemic part. See how the brain functions and how the human body is so fit for the production of consistent sounds. The consistent sounds are consistent for the phoneme of a particular language. Those many cartilages are arranged and rearranged in a fashion really stable to the world. And the stability is realized when the baby, you know, adjusts herself to produce a sound like /k/. Please watch those simulated video clips and read the web and try to see how the neck is so much connected with the brain and the lungs and what the neck holds for the system of the sounds of a particular language. We are going to

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meet tomorrow. I want you to watch both of them together. Try to discuss and read the first link and see how we can walk into the world of English phonology. Thank you.



WRITELEFT writes for kids too.

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We tried to fancy the idea of the relationship between language and imagination and learned that this separation between the two had caused a good contact between the body and the world and that needed the physicality of the same in some creative ways. One of the ways is sound formation. The formation has its own meaning relationship. Therefore, when it comes to phonological studies, we try to establish this creative sound participation of the physicality of the contact between the body and the world. The smallest distinctive meaning part of spoken expression is referred to as a phoneme.

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CLASSROOM TALK 4A

Good morning and Assalaamalaikum!

I hope you have had some wonderful days in the recent past. Let's continue with the course. I hope you have already made the decisions to getting into it. You will come to notice that the body required for the production of speech needs a physical liberty for its development and production; and it needs the lungs, the head and the neck that are really important for this act for some imaginative purposes of language use. If you have already gone through some details of the neck, you will certainly come to know that the laryngeal section is really musical. It's like a violin. Sometimes, you know, it behaves consistently organized. Sometimes, it changes. As it comes from this musical part of the laryngeal section of the neck, it varies from a man to a woman. Women tend to be shrill in their voice of the speech production while men are heavier in terms of their base.

There is a good combination of this change of frequency in the differentiation of these two sexual organizations of human speech. Even if we try to observe as how the same voice that is conditioned in the laryngeal section is stopped and facilitated, you come to notice that this conditioned voice is stopped at certain points of the mouth. The points are usually referred to as active and passive articulators. The active articulators are those ones that push this conditioned air stream to the lips and outwards while the passive ones are static and facilitate the active ones. The active ones are brought in contact with the passive, sometimes. The active articulators—say, the tongue, the most active articulator, moves a lot in the body of the speech— are the most obvious while the teeth that lead to or are caused with the formation of the jaw are used to start the popular 'roof cage', the portion above the tongue that holds. The combinatory, episodic and contacting and merging uses of both articulators are common in speech recognition and production. I don't know if the teeth are really

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passive articulators. I think that we have also put them into the passive. Just try to read the article that has been shared with you today. These active and passive articulators are simple in terms of their visibilities for sound shapes of human speech, that is, the tongue, the cage that includes or has the palate, the teeth, the lips and the nasal tract.

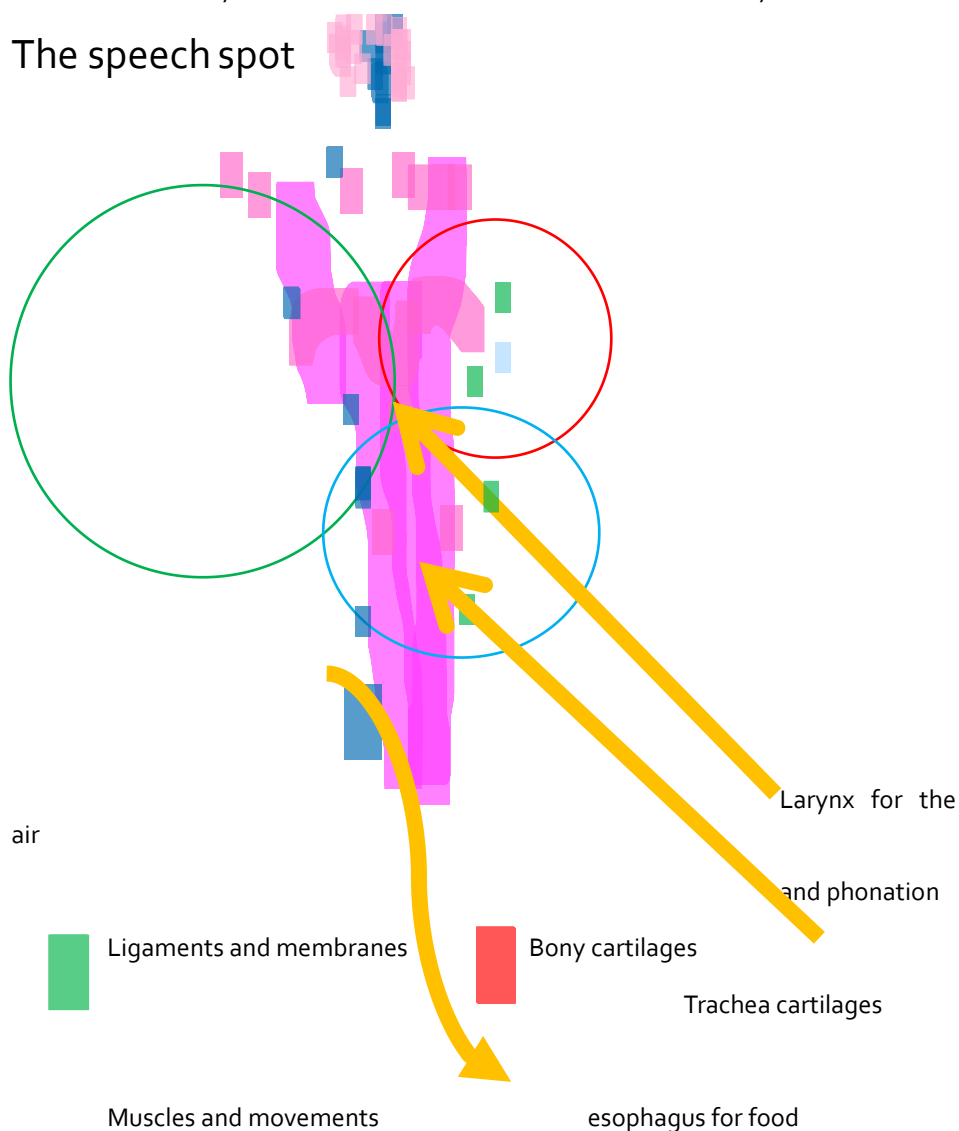
The tongue is the most active while the cage or the palatal part the most passive or least moveable for a naked eye. Opposite to it, theoretically, the contact and the friction between them can condition this voice greatly. If it's conditioned at the point of the larynx, it's furthered in the mouth section and also pushed towards the nose if it is diverted and halted, say, at the point of this supralaryngeal part and sent to the nasal tract for its speech production. If you say /fa:/ for the word *far*, you will notice that the first sound that is /f/ is produced with a kind of resistance between the lower teeth and the part of the lips, probably the lower lip. The lower teeth and the lower lip are in contact to a greater extent. At the same time, the air stream coming from the laryngeal section conditioned isn't stopped. I think it's a separate stop like and more friction producing push into the environment of the air and its transmission with waves of sound particles' steady movement in repercussion—we'll try to discuss what the stop stands for this particular speech production. You may articulate /fa:/. If you repeat it, you will notice that the laryngeal section used for this musicality of the voice is observed at the point of this friction occurring between the lower teeth and the lip and this friction becomes a description of the sound in the words like *far*, *four*, *fluent*, *flow*, and *from*, and *first*, and *rough*, and *cough*, and *tough*. This musical element's inseparability is celebrated here because a vowel sound that follows or precedes /f/ in most words shared in a meaning formulation of the language retains the greater meaning of human knowledge. That's how we can come to notice that the point of the articulation out here needs this place and this point is usually referred to as the place of articulation. The musicality is certainly measured at a vowel distribution of the language among its obstruent, a consonant phoneme, a pause and itself.

The initiation is planned in the brain and the body before its message that must have a serious procedure through or with neurotransmitters is sent for the articulation that has the lungs' energy, the windpipe support, the laryngeal guidance, supralaryngeal ways to the mouth for an oral phoneme and the nose for the nasal cavity or cavities. The moment, its articulation is supplied to a production, its acoustic study is initiated. The initiation leads to the articulation and the production separates itself from the two for a more acoustic type of relationship for human sciences.

If I can summarize and try to explain that the body of the speech's imaginative production of language use with the help of the lungs that have the head that has the mouth. The mouth has this laryngeal section performing language musicality and it changes from men to women for all sexual description of this speech body. It's pushed towards the mouth and, at times, travels towards the nasal tract. The sound musicality

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is witnessed when a vowel of a lack of physical disturbance is coupled with a sound, like /f/, of resistance and contact caused in the body of the speech and planned in by the brain placed into the blessed world of living signs. It is pushed, halted, resisted and passed to make a meaning for speech for human understanding and communication. The contact that has gotten the sound voice in shape at the speech body is looped back to the brain for its confirmation of the production by its functioning auditory reception that the speech organization of the sound is released into the air or a certain medium of communication, that is, *this*, *far*, *food* and *first*. Please read the article attached here today. We will meet in the next session this Wednesday.

The speech spot



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The initiation is planned in the brain and the body before its message that must have a serious procedure through or with neurotransmitters is sent for the articulation that has the lungs' energy, the windpipe support, the laryngeal guidance, supralaryngeal ways to the mouth for an oral phoneme and the nose for the nasal cavity or cavities. The moment, its articulation is supplied to a production, its acoustic study is initiated. The initiation leads to the articulation and the production separates itself from the two for a more acoustic type of relationship for human sciences

CLASSROOM TALK 4B



Good morning and Assalamualaikum!

Wajdan's here. Let's do a piece of work again and see if we can also have a feel of the significance of pronunciation. I think it's easy if one can use the brain and the body to perform an action of a sound meaningful to human discourse. A phoneme's imagination of language's meaning is the smallest length of human production in social sciences. Its sense development is observed at its morphological growth and/or contractions for an utterance in a speech community. An utterance has more meaning than a sentence. The speaker's identity, the voice quality and the attitudes and the addressed audience should be utilized to differentiate. The speakers of a same sentence have their own memories and their own physical developments and physiological arrangements. They enjoy different places and time. The neurological order's efficiency needs its performance with the head, the neck and the lungs. We know that the body is placed in an environment as well. The articulatory body makes this imagination realize. The sentence is uttered. The phoneme is realized. This immense imagination for speech togetherness is inevitably recognized across times. What I'm trying to make a point here that this pronunciation has its own arrangement of human organization and language determination. The word for a sense is physically realized. This physicality of this imaginative part of (a) language is also determined in human bodies. The one who is here—let's say in the city—produces this language by match or mismatch with someone living in the city of London or New York or Melbourne or Delhi or Kabul or Peshawar. This physical difference is an indication of the composition of the physiological support available to the language's production. This human liberty experiences its limitations.

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Try to pronounce your city's name and match its production with a good software's production. Can you check its phonemic distribution and difference?

Karachi goes with /kə'ɾɑ:.tʃi/. It has six RP phonemes.

If I can summarize, a phoneme is distinctive meaning of the smallest length of human language's production for a morphological growth and a referential body of speech placed within human communities in social spaces.

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CLASSROOM TALK 5A

Assalaamalaikum!

There are certainly many ways to the description of the human sound production for speech mechanism that contains the initiation, the articulation and the production. However, the course we study here is aimed to project just two: the place of articulation (where) and the manner of articulation (how). The place of articulation has eight to nine in RP. There are six to seven manners of it. The place is an indication of the location of the articulators' contact or something like a contact for speech or its production in a finest neurological condition of a human speaker or an undamaged physical body or a mood for speech or all of them. If you go back to the /k/, you realize that the tongue's front, not the tip, is raised and brought in a firm contact with the part of the palate beginning with the end of the upper teeth for the arrest of the conditioned airstream at this place of the alveolar—let's assume the points of the brain and its transmission to the lungs, the upward movement to the windpipe, to the glottis that has a small gap created by the bony cartilages' arrangement, somewhere at the larynx for its musical orientation of human togetherness, to the supralaryngeal space to the oral production, at this point of contact. The stricture is established because of the moment of the airstream's conditioning through its pressure building up for the escape in a form and intensity of a burst when the brain helps the speaker remove the articulators to their normal separation. This articulators' closure's establishment and its quick removal for the conditioned airstream's pressure for its release out of the mouth as a burst is the manner of the articulation (how). The /k/ is an alveolar-plosive. Similarly, the /f/ is produced in a difference too. Its transference to the environment is caused because of the contact between the lower lip and the teeth referred to as labiodental. The contact is removed for the permission of the resisting

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phoneme into the environment or into the air or into the interaction for someone who wants to listen to and has been addressed for.

How does it do so?

Sometimes, this contact is removed with a quick open for a plosive. Sometimes, it just allows the airstream to pass through creating a resistance, a kind of a contest, between the articulators for a very small passage to go into the environment of human interaction (how). This manner of articulation is fricative for RP's /f/. The broad descriptor of the /f/ is a labiodental-fricative. More to it is a /b/ in RP's consonantal inventory. The conditioned airstream is stored behind both lips' structure gaining some pressure for the formation of the manner of the release and the removal of the articulators. The seal's formation and its quick removal are caused to retain the property of the plosive for a bilabial. The /b/ is a bilabial plosive. I repeat the quick open is referred to as a plosive and the contact between the lips is referred to as bilabial.

One of your class fellows wanted to highlight a lateral phoneme of RP, /l/. Here the tip of the tongue is in contact at the place of the alveolar stopping the conditioned airstream at it but releasing it through its both human tongue blades for a consistent pattern of speech production of English. The /l/ is an alveolar-lateral. And the same alveolar with the same tip of the tongue allows the airstream to pass through the nose for the phoneme /n/ barring it for an oral production. The phoneme becomes a nasal. The /n/ is an alveolar-nasal. RP speakers eject/thrust out phonemes (egressive sound distribution) for speech production that result into a higher degree use of the lungs' energy (pulmonic sound distribution) and a noticeable way of the emotional involvement of the community. Americans vary here. Where do we place ourselves?

Let's summarize. There are at least two ways of human speech production: the place of articulation and the manner of articulation. The two should be utilized for the language speaker's behaviour. Others may be determined in advanced courses of the same discipline.

Thank you.

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CLASSROOM TALK 5B

Good morning and Assalamualaikum!

Let me continue with the uses of consonantal phonemes of RP. Before I comment upon this particular part of English spoken speech, I would like to say some words about the pronunciation's promotion. RP stands for Received Pronunciation and a popular pattern of English speech production in and across Britain. It's been formalized in the school systems and introduced to some statecraft and business communication in the UK. The same forms of communication have been adopted by many countries and speech communities. Because of a too traditionally stable form, this patterning of communication has received some political resistance among the young group of the users in England. It is because of the constraint that it lands to the heads of the speakers. I think if it isn't political; that's more psychological because no one wants to be set into such a constraint of anything including human communication. We know that no language is beyond such constraints. The political constraint seems to have burdened their life practices. However, the BBC news teams and lots of speakers happen to follow the same communication patterning. Its formalization is in the video clips, the paper books and the classrooms we visit every next day. I observe some good bureaucratic platforms in the UK and non-English speaking communities including the University of Karachi.

There are diplomatic, political and entrepreneurial sections of the communication. Many families and friends love talking and showing their solidarity with this particular pattern of pronunciation of English spoken in some zones of Britain's areas and speech communities. Do watch the clip voicing the pronunciation. The RP has a pattern of

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some serious land. That means that it has its own economic organization. Its meaningfulness has a distribution into certain consistent sounds of human appreciated as the consonants, the vowels, and the sets of tone groups for difference of RP speech. We tried to learn about the difference between consonants and vowels in the last session. The former are appreciated to define a good context and physical resistance of or between the articulators after a successful completion of a neurological performance for such articulation and production. The latter go melodiously, with no human producing resistance or friction into or through speech physiological orderliness saved and made functional in human families living in contact in the two consecutive arrangements of the speech mechanism. The set of the tone groups has gotten some speech variations and emotional involvement supporting the meaningful part of this phonemic organization. We would like to talk about it in the closing sessions of the semester. On the one hand, this pattern of pronunciation of English speech production is serious because of these clear boundaries of linguistic constraint containing some physicality of human minds and brains and their engagements. On the other hand, someone who happens to use the same constraint of the language contribution to the world, even he/she comes from a different speech community, their head is the same, the neck the same, and the lungs the same. The organization and environmental contributions are likely to be jelled up for a common phonemic organization of the RP into a model of communication in formal school systems.

The tongue's division into two blades and four parts, namely the tip, the front, the mid and back are firm for its description of the move against the following speech articulators: the teeth, the alveolar, the postalveolar, and the palatal. The production of the speech has its own environmental burden upon the speaker that turns into kind of a linguistic constraint for some creative production of the speech. The principal part of it remains intact and this parametric performance of the speaker uniquely varies. Therefore, the speaker producing the speech has gotten some physical phones matching with the RP phonemes. The same forms or the phones can be put into certain phonemes. If you are going to produce the word /red/, its first phoneme /r/ is likely to retain the imaginative togetherness but show a change in its physical arrangement into the body of the speaker and the environment of the recipient. The next example allows me to introduce an allophonic variation that doesn't change the meaning but accepts a change in the production performance. The word *kick* beginning with a /k/ following a vowel phoneme needs to have a glottal /h/, referred to as the aspiration, for its release into the total production of the word's sense. The last /k/ in the coda remains unaspirated in the absence of the vowel sonority. Therefore, the /k/ has a recognized allophone in the RP.

There are eight to nine places of articulation in the RP's consonantal production.

- The word *boy* has a /b/ at the start in the onset, which is produced with the quick removal of the lips in contact for the conditioning of the stored, processed airstream. The phonemic place is a bilabial.
- The word *first* has a lower lip and the lower teeth for its onset. The /f/ has a labiodental place.
- Both upper and lower teeth, or just the upper ones, go with the tip of the tongue for the first phoneme of the word *thing*. The place for the phoneme must be recognized at the teeth for a dental.
- /t/ in the word *test* is matched for its meaning when the speaker uses the tongue's front for its contact with the alveolar, just behind the upper teeth.
- The phoneme at the onset of the word *chirp* has the front withdrawing or the mid raised back between the alveolar and the palatal. It is a post-alveolar.
- The *young* has the mid raised to leave a narrow line of a gap with the last section of the palate for its production of the first phoneme. It is palatal.
- More to it, the /k/ is established with the tongue's back raised to form a firm contact with a further deep position of the palate, the soft palate. It is velar.
- The /h/ in *house* is at the fine gap of the glottis releasing the airstream for the oral production. It is a glottal.

If you check the /b/ with the /k/ at the glottis, or the exterior cartilages of the face side neck, the former has a noticeable movement for a voiced phoneme while the latter is quietly and quickly brought to the place of the articulation for a voiceless. Please compare all voiced and voiceless consonant phonemes.

- The plosive has a quick separation of the articulators' contact for the conditioned airstream. The /b/ has this characteristic.
- The fricative has a friction of insignificant slowness of the airstream between the articulators' narrowing for the phonemic distribution. The /f/ is a fricative.
- The *chirp's* starting phoneme starts as a plosive and ends as a fricative. It is an affricate.
- The /m/ in the word *man* has the airstream diverted to the nasal cavities for a nasal.
- The airstream released with the sides of the tongue's blades is used to form a /l/ for the word *love*. It is a lateral.

- - The /j/ is uniquely placed to leave an insignificant gap between the articulators in RP. It is an approximant.

The /k/ is an egressive pulmonic voiceless velar plosive in RP. Do you have the same phonemic distribution in your language?

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We would like to talk about it in the closing sessions of the semester. On the one hand, this pattern of pronunciation of English speech production is serious because of these clear boundaries of linguistic constraint containing some physicality of human minds and brains and their engagements. On the other hand, someone who happens to use the same constraint of the language contribution to the world, even he/she comes from a different speech community, their head is the same, the neck the same, and the lungs the same. The organization and environmental contributions are likely to be jelled up for a common phonemic organization of the RP into a model of communication in formal school systems.

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CLASSROOM TALK 6

Learning is an enjoyable experience if one knows their capabilities, attitudes and goals to accessing learning oriented-objectives for a performance-driven life. Speaking does help measure these three characteristics of a human agency of speech when its spoken variant is pushed into the subtlety of human communication intelligibility initiated to facilitate the mechanism of listening. Apart from the listener's bias and listening hindrance, a true speaker is approached with the listener's perceived knowledge and preconceived notions about content generation and/or duplication of a thought or a typical interaction placed in a society. A human being is capable of speaking and learning a method to readjust to an environment linguistically differentiated and socially stratified. The differentiation and stratification are made observable data of speech when one is introduced to the course of English Phonology. Human capacity to stay biased to stay in a community of speech is their psychological behaviour to attitudinize learning patterns, attach social value, accept speech physiological uniqueness and function and/or mediate human communication by a variety or language variation. Even if Received Pronunciation (RP) is difficult to learn in a difficult zone of Karachi, it is an easy model of teaching in K-12 and adult education. Its texts and teachers are employed to help educational management achieve regional and national objectives. International objectives, even if they are realized upon political incentives and financial viability, are cross examined with testing procedures. The characteristics in question are applied to sense and cement the difficulty when it is evaluated in increasing proportion of population of Pakistan. Please remember some words are not terminologically true here but used to perform their function of human understanding. Misunderstanding about the language's status, its different articulatory function, its (biased) reception by the listener and its learning opportunities add to it. English communication is still foreign to the society wherein it is used as a second language. Its spoken speech is hardly felt natural on state television and in classroom of public-school systems and is frequently

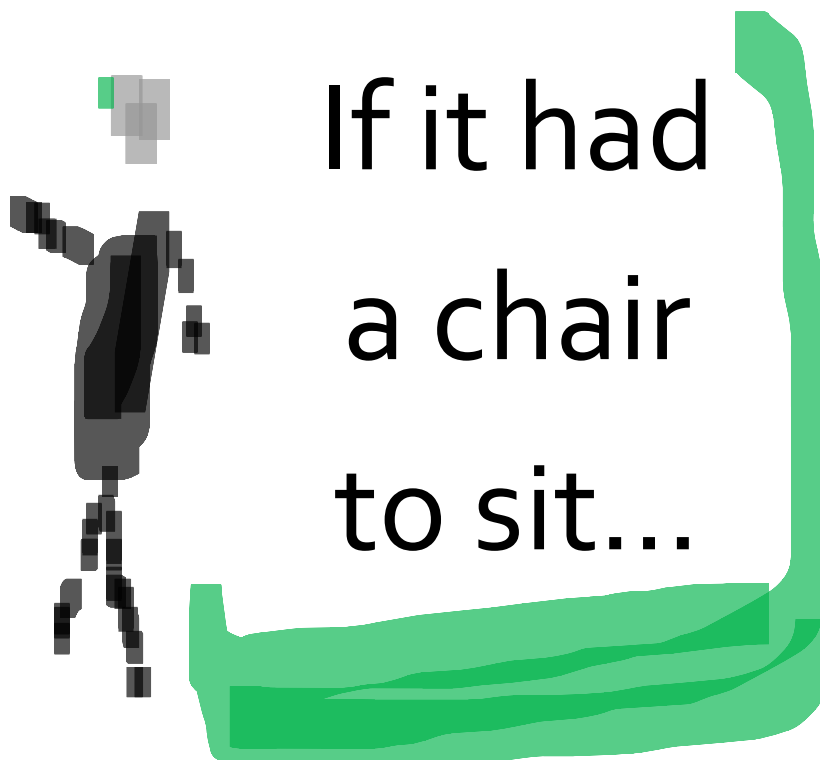
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looked down upon by those who consider the speech as an indicator of snobbish elite and serving attitude of Britain-led bureaucracy. Its difference and bias can be estimated while concluding the effort to learn to take on physiological operation for communication and learning opportunities. South Asian countries offer both RP and General American (GA) as teaching models of English pronunciation to English language learners and users. The former is a non-regional speech of English spoken in British parliaments and promoted in Britain-led educational institutions and portrayed as language of BBC newscasters. The latter is a democratic choice of Americans. While RP is regularly punctuated with prominence, GA's vowel articulation is felt near to the centre of the tongue's midsection. Their articulation's differentiation is received on the continuum of sound intensity and loudness if RP's regularity of phonic expansion of important parts is not the only significant contribution to this non-regional English-accentuated speech of English language.

A LAPtop.

She's caught it.

CLASSROOM TALK 7



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If it had a chair to sit was the second poster's main part to the development of the last talk about RP vowels in the room. The fifth word was found accented in the utterance. Its repetition was matched to realize and receive lexicographic phonological definition of the word. The accented constituent /tʃeə/ carried a meaning to the context too. Its accentuation was observed at the centring diphthong /eə/. The diphthong had been lengthened and toned down to attach a negotiable meaning between the speaker and the listener. A vowel is sheer continuity. Its length is shortened, lengthened and accented in spoken speech. When the brain's transmission is successfully executed, the articulatory body is activated to produce it in a frictionless, sonorous environment. The eight cardinal vowels' imaginary production at the tongue's mid-part (that is the midpoints) is used to hypothesize RP's long and short vowels. Their frequent occurrences spreading over the part's front, centre and back are observed with sound quantity and quality. Their quality is further described with the lips' shape, the tongue height, its unique tongue's place and the speaker's tendency. RP's /i:/ is quantitatively long. Its qualitative appreciation needs to locate it to the front and the closing range of the tongue's mid-part. Its phonological environment is a bit tense as it requires the speaker to add energy for its right length. The tongue attains a positive tongue height letting the lips spread normally. Other four long vowels have their unique tongue places. RP's /a:/ is open allowing the airstream to pass through a big gap (that is a negative tongue height) between the palate—referred to as the cage in Roach's *Introduction to English Phonetics and Phonology*—and the tongue. The lips are estimated to shape up like the fifteenth capital letter of English alphabet for a more melodious auditory reception. It is usually realized with the part's back. RP's /ʊ/ is produced if the lips are curled to form like the fifteenth small letter of English alphabet. The back is raised to allow the airstream to pass through a small gap between the palate and the tongue and the sound length is kept normal/short. Its lengthened phoneme is /u:/. RP's /ʌ/ and /ə/ are differentiated at laxity and matched at qualitative placement of the tongue's mid-part's centre. Five long and seven short RP vowels are describable in the course of English phonology if one is anxious to know about physiological behaviour of the tongue and the lips and learn about melodious effect received from their production at word and utterance levels. When a vowel is merged or combined to another one as a result of the tongue's uninterrupted movement—linguists call it tongue glide—a diphthong is formed to occur. There are five closing and three opening diphthongs in RP user's English. If a sound is closed with /ɪ/ or /ʊ/, the closing diphthongs recur. A diphthong's realization is reported when it is produced with a falling tone—RP's diphthongs are a set of crescendos. The crescendo's effect's interpretability lies with

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sound visibility's reduction and speaker's accent. Today's Oxford has an opposite view,
I think. Check it in the examples.

/ə læptɒp/

/ðeər ɪz ə læptɒp/

CLASSROOM TALK 8

If one flips to Cruttenden's (1994), the challenge of compatibility of sound with spelling has been central to English communication. Even if English documentation by writing was literary in the past, the linguistic importance of the language was projected to correct or/and readjust the changing sound with consistency building spelling for English society. For example, today's *cheese* was spelt without *h* before the Great Vowel Shift (GVS) in the fourteenth century. European spelling influence is evident in English *chassis* /'ʃæsi/ and *etiquette* /'etiket/. Freeborn (1998) has a list of European words sharing linguistic boundaries with English language users. English use in *Norwich* /nɔːrɪdʒ/ separated by English Channel and *Wales* /weɪlz/ by *Celtic Sea* /keltɪk si:/ or /seltɪk si:/ are linguistic reads for European language influence upon the language over periods of time. The GVS was observed with the long vowels' reduction and tongue glide. /o/ was raised to the glide /əʊ/ and its similar lengthened part of the past practice of adding /ɔ:/ was shifted to a short back vowel in *cloth* /klɒθ/. /ʊv/'s productive past softness (See Intonation) is significantly muscular driven production of today's English user /lʌv/. /taɪm/ was realized with the long vowel /i:/ in the past. The lack of diacritic support to English language that European users see in their language use is a result of regularity of spellathon and spell bee programmes outside institutions of education in Pakistan. English spelling stability can be witnessed if its separation from its most vowel sounds is determined in language teaching. The vowel variation and the global use of English are a challenge of communication. The spoken speech has become an integral unit of English language communication. The forty-four phonemes are promoted by lexicographers and realized in English language users of RP. Its teachers/trainers are guided to see meaning shifts between /i:/ and /u:/, /æ/ and /a:/, and /ʌ/ and /ə/.

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1. LOCATE TONGUE POSITION WHILE REPRODUCING /i:/ and /u:/, /æ/ and /a:/, and /ʌ/ and /ə/.
2. IDENTITY THE LIPS SHAPE WHILE REPRODUCING /i:/ and /u:/, /æ/ and /a:/, and /ʌ/ and /ə/.
3. MEASURE TONGUE HEIGHT WHILE REPRODUCING /i:/ and /u:/, /æ/ and /a:/, and /ʌ/ and /ə/.
4. MEASURE TONGUE MIDPART WHILE REPRODUCING /i:/ and /u:/, /æ/ and /a:/, and /ʌ/ and /ə/.

CLASSROOM TALK 9

A consonant sound is a true obstruent. Its production is caused by a (relative) stricture formation into the articulation ways with a degree of visibility to its manner too. A Cruttenden's account of English consonants is an encouragement to relating egressive airstream into the resonating cavity of the vocal cords for voicing of binary opposition. A consonant phoneme is distinguished if one is capable of differentiating the sound on pulmonary tract/non-pulmonic means of communication, regressive-tendency of RP reproduction and vocal tract's resonating cavity's voicing. Its productive description is further assisted with nine places and six manners of articulation. The palato-alveolar is realized with the tongue's part moving back to the palate when /tʃ/'s realization is phased into two: its initiation usually carried out with the tongue's contact with the alveolar, a part of the cage, resulting into a stricture (a plosive-like start) and its finalization into a narrowing (a friction-like end) between the tongue and the alveolar for the airstream's escape through the mouth (ORAL). While moving away from the stricture to the narrowing, the tongue is realized with a movement withdrawing to the palate leaving the palato-alveolar, the place of articulation, a more regular action between the places than a mere fixation of the articulator's place. Its manner is AFFRICATE, a hybrid form of the plosive and fricative, and voicing is significant if it is used to compare vowel lengthening in the following pair:

/ritʃ/

/ridʒ/

Since, the vowel lengthening is observed in /ridʒ/ ending with /tʃ/'s binary opposite /dʒ/, /tʃ/ is a VOICELESS. The consonant is an oral voiceless, palato-alveolar affricate.

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Is it true that approximant's /w/ tends to match with /ʊ/?

Is it true that approximant's /j/ tends to be closed with /dʒ/?

Is it true that approximant's /r/ tends to behave like /l/?

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CLASSROOM TALK 10

A syllable has a unit of meaning higher than a phoneme. It has a phonemic sequence. The sequence is typified with an onset, a nucleus and a coda. The nucleus or centre that has a vowel phoneme is usually opened with the onset and closed with the coda. A complete RP syllable is identified with these three constituents to label its syllabic boundary. It is true that RP syllable is easy to find but difficult to separate from other syllables of an English word. The regularity of the presence of the syllables and their boundaries are analysed with the timed language users. The timed language user tends to use closed syllables for the pronunciation, attach a prominence with a more meaning part of a word and spend as much as time in pronouncing the prominent part as it is required in the reproduction of the remaining part(s). The prominence is usually acquired with the quality and quantity of speech of one of many syllables of the English word. While /ə/ and /əʊ/ are unhelpful for the acquisition, /æ/ and /ʌ/ are frequently available to the word prominence, commonly known as word stress.

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WORD	SYLLABIFICATION	SYLLABLES	PROMINANCE	REASON
1 ə'dres QUANTITY	V.CCVC	2	SECOND	
2 'æd.rəs QUANT	VC.CVC	2	FIRST	QUAL AND
3 'ka:.tn QUANTITY	CV.CC	1/2	FIRST	
4 ka:'tu:n QUANTITY	CV.CVC	2	SECOND	

CLASSROOM TALK 11

A consonant cluster is an occurrence of a combination of two or more consonant phonemes before or after a vowel production in a word. RP practitioners refer each consonant phoneme to C and vowel one to V. The word *fast* has CVCC and one syllable while the word *faster* has CVCC.V in RP and two syllables. Please read the book and write as many words as possible to find RP consonant clusters' occurrences of combinations and match with the language of Urdu, Arabic, Persian and your language. The epenthetic one is the one that has a vowel phoneme insertion, to split the syllabic occurrence of the consonant cluster into two. For example, the word *school* may begin with a vowel phoneme in some inconsistent performance of English use. RP users tend to close the syllable in their productions. You may refer to the last talks. The word *manager* contains CVC.VCV. It cannot be appreciated with CV.CV.CV. This physiological tension tends to make the production region binding and politically improvising for institutional growth of English.

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CLASSROOM TALK 12

Good morning!

This is about a sense group.

A user who uses spoken speech delivers their message in the form of an utterance.

There is a degree of difference between an utterance and a sentence. The utterance is a way of spoken speech. The sentence is a frozen form and asked to be reproduced as an utterance or sentence. A sentence spoken by 20 twenty speakers should have twenty utterances for their freeze into writing as one. The freeze is less important in phonological knowledge as the twenty utterances retain complex properties of the speech of the speakers of a speech community. All those utterances that you will have uttered can be differentiated at the level of phonology. Even your utterance can be divided into parts. You may copy it as you have been instructed to. You may add a word or two. You may drop a point and add to yours. So, what I'm trying to say here, an utterance has parts too.

/aɪm 'prez(ə)nt tə'dei/

It has one part or that this utterance is a simple one. Sometimes the same can be divided into multiple parts depending upon your state of mind. You can also appreciate the state of mind for meaning negotiation. Each sense development has a tonic group containing some features for an utterance. If you are not copying a sentence but producing an utterance before it is written for writing, it has this development and intonation. Check how you speak /aɪm 'prez(ə)nt tə'dei/. This

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utterance has four words. The first two have been contracted into one /aɪm/ and a pause to continue.

/aɪv fɔ:(r)'gɒt(ə)n ðə pɔɪnt ðæt hɪ həd dʒʌst 'lætə(r)d 'jestə(r)deɪ/

The language that is spoken has this utterance usually divided into two sense groups and tonic developments:

/aɪv fɔ:(r)'gɒt(ə)n ðə pɔɪnt ðæt/

and

/hɪ həd dʒʌst 'lætə(r)d 'jestə(r)deɪ/

Each sense unit is paused with the syllabic lengthening and tonic projection for the accentuation. The /ðæt/ is paused, lengthened if compared with its isolated production and quick tonic drop to get to the subsequent next sense unit ending at /'jestə(r)deɪ/. The /deɪ/ of /'jestə(r)deɪ/ behaves differently too. It is lengthened, dropped in tone and paused.

/aɪv 'fɪnɪʃt maɪ ta:sks, həv ju:/

I had lengthened the /ta:sks/, toned it down and paused before I initiated /həv ju:/ with a rising tone, an added length and a pause..

/'mʌn.deɪz ɑ: gʊd tə tɔ:k/

This utterance is divided into two parts again. The first has /mʌn.deɪz/ and the second has four words:

/ɑ: gʊd tə tɔ:k/. We know that this division is because of this moment of pause, but it has two features too that you will have to add to the description of this aspect of non-segmental phonology. The /mʌn.deɪz/ is falling. It has been lengthened. Most statements are delivered with a falling tone. Your questions are improvising. The sharp falls are surprising. There are many other emotional combinations for an utterance to go with the relational space for human existence.

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CLASSROOM TALK 13

Good afternoon!

I hope you are pretty confident about the placement of the word stress in the language of English and its importance of the Received Pronunciation.

The word stress was the last topic that I tried to share with you in one of the rooms of the department of English and limit my understanding to the quality and quantity of speech for the placement of English word stress. And I did delimit it, with the help of its quality of the prominence and loudness. Yet, it was clearer that the difference between the two was pretty important once you began analyzing RP speech. Something different may attract the prominence.

For instance, /bə.bə.bə.bɪ.bə/. We know that English syllables are more closing...they close themselves at a nearest consonant phoneme in English cultures. Yet, this open syllabification for a simple reason of the prominence acquisition is likely to produce the quality of the word stress here. It is with Gimson's text too. This difference of /bɪ/ has acquired the prominence because of the closing short monophthong. And if I ask you to pay attention to English words in isolation, you'll notice that some words have fixed patterns of the placement of the word stress. For instance, the suffix *-tion* acquires word stress in RP speech user. /prə'dʒɛkʃ(ə)n/ is pronounced to get it on the penultimate if there is an epenthetic development for a physiological ease. The ultimate is replaced to a more nominal organizational meaning part for a serious clarity of the sense to the speaker and the listener. We have /su:pər'stɪʃ(ə)n/ and /ə,fɪk'seɪʃ(ə)n/. This suffix is influential while marking RP word stress which you must

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always be aware of English word stress movement across word class. If this noun phrase is replaced with its verb like noun /'prɒdʒekt/, the first syllable, which is rather open, is made prominent for the RP user. /'prɒdʒekt/'s first syllable has a good /ɒ/ and three consonant phonemes for the more productive clarity. Its verb, /prə'dʒekt/, receives this prominence by weakening the first syllable and shifts the clarity to /'dʒekt/ this way. Sometimes, this way, a syllable gets the prominence if its neighbouring syllables get weakened with a regular insertion of a schwa. /prə'dʒek.taɪl/, a derived form in a morphological order of the language for a writing consistency, has the word stress on the second syllable. There are a number of prefixes and suffixes that you will consider as uninfluential while marking RP word stress over and across English words. For instance, *in-*, *pro-* and *-tile*. Even if *in-* is added to the beginning of /di'rekt/, the place of this word stress stays as it is; it doesn't change /ɪn.di'rekt/ and sometimes your tendency to equate a verb with a noun finds similarity between a noun and a verb in pronunciation too. This prefix *-in* used in English words remains uninfluential at the level of phonological knowledge for the word stress. Yet, you can see a trend of its connectivity as secondary and tertiary stress patterning.

There are a number of suffixes that you can place down. One of them is *-ly*. If *-ly* is added to /ɪg'zækt/, it becomes /ɪg'zæktli/ or /ɪg'zæktli/. It doesn't change the place and retains its stability. The *-tion* is tricky. I encourage all of you to continue listening to RP users and try to imitate their deliveries for a better understanding.

A typical English syllable is arranged into an onset, a nucleus and a coda. You were asked to note this composition down in one of the interactions in those rooms of the department. I help you recall. If you pronounce the word /sɪp/, it begins with /s/ and ends with /p/ and between them is /ɪ/. The /sɪp/ has an onset which is a consonant /s/, an /ɪ/, a nucleus which is the central part of a syllable, and a coda which is /p/. The nucleus has a peak of human speech's sonority, closer to its melody. Let's check a creative manifestation of a speaker, a narrator or a writer.

/aɪ laɪk hɜ:(r)/
/tɪə(r)z/

One or two speakers may reproduce the utterances to help the listeners enjoy the melodious performance the two diphthongs: open to close /aɪ/ and close to centring /ɪə/. The utterance may be reproduced with a rising involvement. The other should be detaching centring, weakening. The mid tongue's closeness with the hard palate for a sonority seems to have attained an attachment of the being here.

If you pronounce /straɪk/, the onset has a consonant cluster of two and the coda a cluster free. The nucleus has a closing diphthong. /sɪkθs/ has a cluster of three in the coda and the onset is a cluster free. /sɪkθsθ/ has four consonants in the coda's cluster

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in English speech. An Urdu user doesn't have a consonant cluster at the onset but the Hindi one may pronounce a cluster of two at it.

Would you like to find out consonant clusters in your language? Some of you are from Larkana and should speak Sindhi fluently. Does Sindhi have a consonant cluster in the onset? Does it have it too in the coda? Even if you think that the next session is far away, you will leave your comments and observation in your chat boxes of the same link that I'm using today. Do you have any question to ask or enquiry to make? Thank you very much.

CLASSROOM TALK 14

Good morning and Asalaamualaikum!

I wanted to meet you on Monday. Let's continue with the course of English Phonology.

I would like to introduce some features of connected speech. It is a fundamental relationship of human behaviour to language growth within a speech community. Two basic ways of speaking are slow and quick. These are reported as careful speech and carefree speech in texts of English phonology. A carefree speech is usually labelled with colloquialism, isn't it? An educated person has greater clarity of speech and lacks this feature. If you can't use connected speech's main features, you should not worry about as long as you are in the country of Pakistan. Let's forget domain given human speech production for a simple reason of this basic course of linguistics. However, its use and function is primary in English speech communities. You must appreciate tonic variation. For a good improvement, London's public schools are frequently observed. Here, you need to be clear about your intent and communication. As learners and students of the language, you must appreciate tonic variations.

Let's have a look at the very first single tonic unit.

/aɪ hæv 'bɔɪ.kɒtɪd ɪt/

It is a 14-RP phoneme of time and clarity. Sorry, it has 13, not 14. The English user is habitual of dropping some sounds/phonemes to make it a bit rapid in his or her daily life communication. If you can have a look at the second variation of the very same single tonic unit:

/aɪv 'bɔɪ.kɒtɪd ɪt/

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/aɪ hæv/ is shortened to /aɪv/. This phenomenon of dropping /h/ and /aɪ/ for the observation of /aɪv/ is known as liaison in phonology when a phoneme is elided or removed or not realized in the production of this human speech. This happens when the user speaks quickly.

This 13 RP phonemic careful speech is limited to an 11-RP phonemic organization with fewer pauses. If you can flip through the pages of your compilation, you will come across a term weak form, *have*, which is also a helping verb realized with /v/. If it is observed with in a speech like this, it is confirmed as the label of a weak form, free from the stress load and speech clarity. A quicker speaker enjoys its functional change at this phonological level. If the user is too fast to reproduce the same tonic unit,

/'bɔɪ.kɒtɪd ɪt / is realized as /'bɔɪ.kɒtɪdɪt /.

This changes into

/aɪv 'bɔɪ.kɒtɪdɪt/

/bɔɪ.kɒtɪd/ and /ɪt/ have (synthetically) merged together here. The pause between the senses of the verb plus inflection and the pronominal is removed to establish a changing pattern of sensing for a social behaviour of the phonological order of a speech community. The quality of the phonemes remains the same. The phonemes do not change. This merger is known as liaison. That is, the two words are merged together for a rapidity of human speech. If you go back to the first tonic unit variation, /aɪ hæv 'bɔɪ.kɒtɪd ɪt/, it's reduced to /aɪv 'bɔɪ.kɒtɪdɪt/ because of two basic features of the speech: elision and liaison. The elision is the removal of two phonemes from /aɪ hæv/ for /aɪv/. If I ask you to have a look at second single tonic unit, it is spoken as

/ðæt brænd ɪz bæd/

This has 13 phonemes in a four-word utterance. /ðæt/ may be weakened into /ðət/ replacing the open vowel /æ/ with a weak central one /ə/. More to the quickness of it, /ɪz/ is reduced to /z/ and added to /brænd/ as

/ðət brændz bæd/

The weak form has replaced this full form of *that* and the speech becomes a bit carefree. Sometimes, the weak form plays a significant role in English communication. Let's have another example:

/aɪ hæv pa:st hɪm/

It changes into

/aɪv pa:stɪm/

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/hɪm/ having its weak form as /ɪm/ is connected back to /pa:st/ in addition to the liaison of /aɪ/ and /hæv/ and the elision of /hæ-/ for it.

The other variation is as follows:

/ðəp brændz bæd/

for

/ðæt brændz bæd/

The alveolar consonant /t/ for the boundary close of a sense of /ðæt/ is found unstable if followed by a consonant in an utterance and may acquire the spatial property (e.g. the place of articulation) of the co-occurring or the following neighbouring phoneme, which is a /b/ of /brændz/.

The /t/'s changing place of the articulation's manner persists to exist. Therefore, a regressive assimilation occurs and the phoneme /t/ is assimilated to /p/. The change sound exhibits the similarity of the place of articulation of the following phoneme /b/. However, its voicing is kept intact and the manner remains the same.

Most RP alveolars at word final position are found unstable in quick speakers of English communities and assimilate to the place of articulation.

For instance,

/hæŋkər,tʃɪf/

It is realized with a zero realization of first syllable's final consonant /d/. Since the /d/ is at the closing boundary of the first syllable and the second one begins with a consonant too, its instability is likely to acquire a zero-realization forming a cluster formation of /n/ and /k/ with a change. The /n/ (is likely to) acquire(s) the property of the place of articulation of its following phoneme /k/. It has not acquired here yet. We need to observe the production before the description is found true in Pakistani human speech communities.

We have seen elision, liaison and a type of the assimilation for single tonic groups today.

Can you do the connected for the following?

1. /ðæt bɔɪ/
2. /ðæt gɜ:l/
3. /ðæt pen ɪz 'brɪljənt blju:z/

Thank you. Have a nice day!

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CLASSROOM TALK 15

Good morning and Asalaamualaikum!

Word stress or the primary stress or the stress in the Received Pronunciation is both challenging and enjoyable. Its challenge is the familiarity of the context of the language and culture for a Pakistani learner living in a country's local or rustic environment. The sense generating life for a phonemic placement for an RP learner or user is found when he/she uses it in a word referring to a notion or a part of life in the world or related to the world developing in his/her timeline. Its psychological fitness is applied to a more physiological growth for the speech body having the head, the lungs and the neck if not the whole body's performance for a synch. The fitness is the geographical, educational and linguistic contacts for a knowledge structure. The physiological development of the speech body acquires some parental similarities in a natural human birth. The baby attempts to contact her articulators, producing some sounds for a relationship. The sense develops when it is connected to the language in the environment. What is important to notice here that an adult—or a kid—may experience a difficulty if the RP is the main objective of the communication in such speech communities. The democratic modeling of General American may help in this situation.

RP's learning is enjoyable indeed. The movements of the syllabic organizations and thoughts and the emotional developments are extremely involving for a learning fitness. How is a word sensed if it is produced with a low tone? What is the syllable for its noticeability for the speaker and the listener? Before its production is sent to the listener, it is looped back to the speaker for its confirmatory match with the thought. It is all amazing. The concept of the stress that we are going to observe and trying to follow in the course is located within the meaning frame of an English word. This part

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is something that develops gradually. If we can refer to a word, we can also refer to its components or grammatical constituents. For instance, this word has some letters that are arranged systematically and consistently in a language. When we use English, we know that there are lots of such letters arranged systematically and consistently. This consistency that we see in the development of certain shapes of certain phrases may also go back to word formation—that is also referred to as the study of the morphemes if not the phonemes. We know that a phoneme—its pronunciation varies dramatically in some contexts—is in, you know, this subject discipline of phonology dealing with some human sounds for meaning configuration, but its bit bigger part of it is to do with spelling or orthography and writing and morphology. It's a big difference or something which is to do with the written form of the languages is morphemic, not phonemic; but we know that out here, at this point of our discussion, we have tried to establish some relationship with the phenomenon of the word stress with the word here. That's the third variant of all of these three. That's why I want you to go back to the very first part of it at stress or the stress here; but the same is referred to as the word stress or word stress. Since word falls into this meaning for the phonological meaning section of the phenomena you will observe is this the word stress, this association, this collocation, is really significant. This morphological introduction into the concept of the course of this English phonology isn't controversial but it does offer some complexities because the language produced through the speaker's (head's) mouth isn't in the letters of the language at many consistent events of human speech. There are thousands of people speaking hundreds of languages without significant awareness of the languages or the graphic knowledge or morphological knowledge obviously; since we have come up with the phrase *word stress*, we have to accept that this morphological or orthographic knowledge-based activity has been inserted into the collocative environment of the phenomenon of the stress. Please try to get hold of the words that I have used at the beginning of the discussion of the talk today.

What is the word stress here?

I think it's something to do with the noticeability of the sound catch and the physiological stress or tension for the construction of it or for the construction of this noticeability.

What is this noticeability?

The noticeability means that the speaker who uses a language wants to convey some meaning and the meaning is obviously into a phoneme that is what we know; but the phonemes are arranged into some syllables. They have gotten some consonants and/or consonant clusters and vowel phonemes. And each syllable has an onset, a nucleus and a coda. The nucleus referring to a vowel phoneme's centrality of sonority, a kind of musical note, is essential and its coda's peripheral part, less sonorous and

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more obstruent, supports the development of a human language. Some syllables contain simply onsets; but the language has the combination of both characteristics. Sometimes, there are many syllables in this meaning part of the production of a speech. For instance, if you say:

This is an apple.

Obviously, you say something at the start of it that *this* and you think that *this* is so condensed that it refers to a certain part of the language. Then *is* is something different too. The difference is because of the pause between *this* and *is* and because of this conceptual development of the language that *is* is more grammatical, right? Its grammaticality is conditioned through some language function. That's why, you know, some words are referred to as function words and others are the content. You know, an article or particle is a non-content word in the language of English. So, *an* in *an apple* is something to do with the noun phrase for a singularity for its quantification. Do you know why? Why do we see this *an*? Why not *a* with the word *apple* here? That's for the phonological. I think I shouldn't discuss conceptual development a lot. Since there's something to do with meaning and this meaning isn't constrained to the concept of a phoneme here, because the concept word stress has gotten the word here. The word is a part of morphological study. This study has some morpheme, and the morpheme has gotten some letters. The letters are parts of the orthographic knowledge of a language.

Why do we need this?

Because we need something beyond syllabification now.

I don't know; but we needed the phonemes for the description of English at the start of the course. Later on, we needed some, say, consonant clusters. And then we needed some syllables. They were used to confine all of these phonemes' arrangement into the language for some meaning arrangements and exchanges and consistencies and variations; but beyond the syllable is this initial phenomenon of connected speech or suprasegmental phonology. Segmental phonological study begins with the phonemes; but we have to go beyond segmentation or the componential sections of language. It's something that is amazing to observe. It continues changing sometimes. And this change, you know, is also consistent in many communities. For instance, you know, in RP communities, the word stress is amazingly consistent even if it doesn't want to be or if it shouldn't be. For instance, the word stress isn't consistent in the community of Pakistani RP speakers. We know that this RP's consistency needs its place in the language's intelligibility or mutual intelligibility.

What is the word stress?

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The word stress begins with the location of the language's production beyond syllabification.

If you have W1: *a.nnounce*, it has gotten as /ə'naʊns/ in its phonological catch for a shared intelligibility: that is, /ə/ and /n/ and /aʊ/ and /n/ and /s/. The slanting lines indicate the imaginative catch of human meaning for the physicality of the language, a kind of material value and its cultural shape development in certain groups of people. The short vowel and the diphthong generate two syllables: S1 and S2. The word's production begins with /ə/, that's the central weak, short vowel and then it continues with /naʊns/. I think I couldn't explain different vowels. The /aʊ/ is a diphthong. Please try to appreciate the variations. The /ə/ is a monophthong. The other /aʊ/ is a diphthong. This diphthong is a long vowel established with some muscular control of the movement of the mid tongue within its hypothetical quadrilateral ends and centres. This is referred to as the tongue glide. The too open /a:/ is reduced to a short vowel length of the similar sound quality produced closer to the same point of speech production and merged down slowly to an unfinished /ʊ/ for the diphthongization of British English. This may be realized in the quadrilateral of pure vowels. The purity is probably the most imagined quality of human speech perception of speech production of vowels in English contexts. The second last phoneme is /n/, a repetition of this imagined sound structure as a consonant phoneme. The last and closing consonant is /s/. You know, what's happening here now. If I ask you to observe the vowels here, you will obviously let me know with this that there are two vowel phonemes here. And these two are arranged consistently in the language of the speakers in almost all communities. The second syllable, S2, has gotten too many phonemes. That is, the S2 has /n/, /aʊ/, /n/ and /s/. There are four phonemes in the second syllable. The S1's carrying one weak and short vowel unstressed in British English.

The weak vowel is not the problem but an increasing appreciation of the language and its users for a quick justification of the language control over and with the time and rhythm. The ease the speaker is theoretically supplied with is translated at the central point of the tongue's mid's negligible movement for the permission of the airstream to the co-occurrence of the other phonemes with their relative pitch, frequency and loudness. Its occurrence in a syllable makes the speech production quicker. However, the S2 is relatively longer in terms of its quantity of speech. They need time to be produced, obviously. Because of the greater quantity of speech, the speaker is likely to, you know, put some greater physiological efforts upon the production of the S2 to make it noticeable to themselves and the listener. /ə'naʊns/, /ə'naʊns/, /ə'naʊns/ (repeats). The pair of columns may be used to represent the physicality of human speech. However, its use in this speech production would be clumsily simple if the listener or the phonologist wants the differentiation of the speaker's speech from the imaginative body of British English. If you can repeat the S1+S2's word/ə'naʊns/, you

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will try to say that the S2 is a more noticeable than the S1. The S1 is almost lost in the production of the speaker because of its continuity and shared value with the members of the community that its members are too aware of it. Since the community is too aware of it, you know, the speaker speaks fast. He/she ignores it and tries to put attention to the second part of it that has gotten too many phonemes. Because of this, it gets this higher noticeability. Since it gains some noticeability. The physiological efforts that the speaker wants to put in can also squeeze its quantity. I think that's the most complex part of the speech of the speaker when it comes to an RP description.

Why do the speakers have the RP and squeeze or contract the quantity of the speech if it's already greater and it retains some noticeability of the speech and it does serve the purpose of the word stress?

Because the word stress needs the noticeability.

Its /naʊns/ is louder than the S1. The loudness gives support to the concept of the noticeability for the speaker and the listener. At the start of it, the speaker wants to know if this is noticeable, if it is more differentiated, if it is more meaningful, or/and even if it is something that needs to be transacted to the lines of the communication at all its corners.

Why do they contract the quantity which is already greater?

I think this is all because of the community's rhythm of time and speech.

Well, I have introduced the rhythm. There's something that is beyond segmental phonological sections of the course of English phonology. The rhythm has a quickness in the speech of English. The /naʊns/ is too long. If you combine both of those time and speech and /naʊns/, I think, this is how a computer machine helps produce this meaning, this behaviour of the speech reference to an action of some type. What happens here when it comes to the speech of a human mind and brain of an RP speaker in certain communities of some good popularity and critical wisdom, that is, that the time taken in the production of the S1 needs to be equated with time taken or spent with the S2. That is, the /ə/ is lengthened a bit and the /naʊns/ contracted to the equal spent of time for the rhythm of speech. The speech is shared imagination of phonemes. That's rather controversial in the context of other speech communities of the language. It does happen with many RP speakers. The speaker wants to reduce the time spent upon the production of the S2 to make it equal to the time spent upon the S1.

Why does he or she do this?

It is because of the rhythm of time and speech of the communities. They are in certain musicality. The musicality has some thinking in certain arrangement of sounds and

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productions and songs sometime, and then the influence of lots of literature and identities, speech identity, speaker's identities and rhetoric. If you go back to the word *announce*, the /naʊns/ is obviously greater in terms of the quantity of the speech even if it is spoken quickly, but the speaker wants to make it equal to the time spent upon the S₁. That is a tendency you will try to see in this physiological construction and, you know, is dependent upon the psychological frame of the community producing such consistent and varying speech patterns.

This consistency is computational because the word has gotten this (consistency) and it is easily located because if you have taken this word out from its context and you want the speakers to produce it, he or she is likely to produce it. That is the way that I have done here. /ə'naʊns/, /ə'naʊns/, and /ə'naʊns/ here (repeat).

Say /ə'naʊns/, /ə'naʊns/, /ə'naʊns/, /ə'naʊns/.

Now it is more noticeable because of the quantity of the speech, because of too many phonemes and obviously the long vowel that is there, and the S₁. If you go back to the S₁, it is already short. And it is already weak in terms of its stress, right? And it is shared with the community. This results in its linguistic loss of meaning on some level of phonemic studies. And this /naʊns/ is more meaningful. The speaker wants to pay attention to the S₂, not because the listener doesn't know this; because this effort of the equation of the word stress is really important. We say that English or RP is time-based. There is a time-based /naʊns/, /naʊns/, and /naʊns/ (repeat). The first syllable is too short. If it takes, say, 0.001 second and then the S₂ takes 0.005 seconds. The speaker wants to reduce the time of the S₂ to, say, 0.002, if not 0.001 second. That is the phenomenon of the word stress. It is amazingly noticeable. Now, if you can change the class of the word from this verb W₁ to its noun W₂: *announcement*. It has the same phonemes in /ə'naʊns/. That is, the S₁ and the S₂ are the same but the S₃ /mənt/ is added to the change of overall grammatical meaning.

Now, let's utter /ə'naʊns.mənt/. There are three vowel phonemes: the first vowel phoneme /ə/ is short, the second vowel phoneme /aʊ/ is a long one, and the last one /ə/ is the (same) short again. The S₁ and S₃'s vowel phonemes are the same if one wants to synthesize, that is, the weak, short vowel of the RP. The second syllable S₂ remains the same. /naʊns/, /naʊns/, /naʊns/ (repeat). Please remember the stress, this noticeability. /ə'naʊns.mənt/. /ə'naʊns.mənt/, /ə'naʊns.mənt/, /ə'naʊns.mənt/ (repeat). That is that S₂ retains the word stress. This retention is because of the noticeability of the syllable. This S₂ is greatly noticeable compared with the S₁ and the S₃. That's how the word stress, you know, playing its part. It supports the rhythm of this community and its production of speech into certain regions of the RP. It's /ə'naʊns.mənt/. Here, the quantity is obviously playing its part, but another part of it is the quality. The quality means that the second syllable has a long vowel, a diphthong placed over the tongue's mid between a low and a (mid)high-back vowels for its

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crescendo effect of a regular RP production. However, the S1 and the S3 are a short one, which is weak. And the phoneme which is weak here can't retain or grab the attention of the speaker, because the value is already shared in the community. Since the value is already shared in the community, the speaker doesn't want to pay attention to it. It is because of this lack of the attention. The phoneme is reduced. And it, you know, changes the syllable into some unstressed behaviour. The S1 and S3 are unstressed. And the S2 is stressed, but this difference of the stressed and the unstressed can be appreciated when you get to know the concept of the noticeability of the speech production. Oxford dictionaries and Cambridge University's Daniel Jones' have three degrees of the prominence: primary, secondary and tertiary. We think the primary is the central differentiation of speech communities. Jones' has preference of speech productions as well.

Say /ə'naʊns.mənt/, /ə'naʊns/; /ə'naʊns.mənt/, /ə'naʊns/; /ə'naʊns.mənt/, /ə'naʊns/; /ə'naʊns.mənt/, /ə'naʊns/; /ə'naʊns.mənt/, /ə'naʊns/; /ə'naʊns.mənt/, /ə'naʊns/; /ə'naʊns.mənt/, /ə'naʊns/; /ə'naʊns.mənt/, /ə'naʊns/.

Now, let's try to compare the time spent upon the S2 in both words: /ə'naʊns.mənt/, /ə'naʊns/; /ə'naʊns.mənt/, /ə'naʊns/; /ə'naʊns.mənt/, /ə'naʊns/; /ə'naʊns.mənt/, /ə'naʊns/; /ə'naʊns.mənt/, /ə'naʊns/. If you say I go back to the W1: *announce*, you will notice the time spent upon the S2 is shorter if compared to its time spent upon the S2 of the W2: *announcement*, that is, /ə'naʊns.mənt/. So, the S2 of the W2 is slower in terms of its production.

Why is it slower in terms of its production?

Because it wants to take more time because it wants to equate its time spent on the S1 and the S3. The S2 is nearly equal to the sum of time spent upon the S1 and the S3; but if you go back to the W1, the S2 is nearly equal to the S1. The S1 is too short in the W1 but the S1 and the S3 aren't too short in the W2. We say the S2 is nearly equal to the sum of the S1 and the S3. Because of this, the slow pace may help the speaker to increase the time or the quantity of the speech. Since the value is already shared in the community, the speaker doesn't want to pay attention to it. Because of this lack of attention, the phoneme is reduced and changes the syllable into some unstressed behaviour. The S1 and the S3 are unstressed and the S2 is stressed, but this difference can be appreciated when you want to learn the noticeability's speech production's concept.

Say the W2's /ə'naʊns.mənt/ and try to compare the time spent upon the S2 in it with the W1's.

You will notice the time spent upon the W1's S2 is shorter. The W2's S2 is slower in terms of its production if you really recognize the speaker's production.

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However, the time increases to make this equation for the rhythm of the community here. The W₁ is shorter and the W₂ /ə'naʊns.mənt/ is greater. Here, we will try to observe another part of the noticeability of the word stress of the speakers. Because of this, we can't ignore this part of the varying and consistency of the rhythm of suprasegmental phonological expression of the speakers. Let's move to the third part of the word stress. We have already seen the quantity and the quality and also noticed that the concept of loudness may help appreciate the noticeability. The speakers may increase their loudness. They can go loud to make it noticeable. Another way is to see that this needs to be differentiated.

Say /bə.bə.bə.bə.bə.bɪ.bə.bə.bə/.

You are likely to get this /bəb.ə.bə.bəb.ə'bɪ.bəb.əbə/. In your own language in Pakistan, you may get a different arrangement of the open syllable like this one:

Say /bə.bə.bə.bə.bə'bɪ.bə.bə.bə/.

The /bɪ/ needs the stress to make it noticeable to the speaker and the listener even if it is shorter—even if it is not that loud. It's something that is exceptional. The last part of this noticeability is something to do with morphological knowledge. That is more orthographic letter based—viewing based—visual part of it influences the brain. Please remember the morphemic knowledge is far basic and letter forming for the reader and the writer. The speaking lobe is in the connection with the visual lobe, referred to as a fixation or affixing or affix. The word in any language including English has some inflectional changes. It is *-ment*. We know that *-ment* is a suffix. The English affix has two types: prefix at the start and suffix at the end of the word, usually referred to as a root in school education and radical in computational arrangement of language belief. Applied sciences have been used to generate natural languages for human groups on the planet today. Most affixes aren't stressed—aren't noticeable—because they're already shared context of the speech of the speaker in connection with the listener's listening behaviour, but there are many suffixes that can retain some word stresses because of some foreign languages of Europe. French has some significant influence upon this inflectional behaviour of the RP speech, not at the phonological contractions for its rhythm but the similarity the word acquires across the regions.

If you go back to the word *pronunciation*, the last part of it never gets the attention in thinking origination—if you can check—but follows the complex affixation for a prominence and its subsequent primary word stress at its penultimate in phonological books and its controversial ultimate if pressed with *-s*. The third S₃ /mənt/ can't retain the primary stress because of the shared meaning of the developing language of the interaction between the speaker and the listener. The affix *anti-* has slipped it to the word (root and radical) *clock* in *anti-clock*. The community speech is together. The

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speaker wants to quicken to get to the second syllable to make it noticeable to the interactants.

If I can summarize, I've tried to introduce you to the concept of the word stress. Since the inclusion of the word is mandatory for a sense to a human language, we should try to see the connection of phonological knowledge with orthographic knowledge and visual knowledge of English language. That is, writing has some letters in the alphabet that are arranged in some consistent ways and the word stress is beyond segmental phonological knowledge; it's placed somewhere in suprasegmental or something beyond; it's not because that isn't phonemic, it's because it's consistently varying consistent because when it comes to the word, it has that word stress what changes when the same word is placed in some utterances, some movement for words, for a conceptual grip of the speech. The W2 /ə'naʊns.mənt/ in the context of many words may behave differently at the level of the stress, at the level of the noticeability, not just because of the time. The efforts of the physiological part and the psychological awareness of the speaker and the listener may also change certain characteristics of the word stress. The time and speech production are used to appreciate the quality and the quantity of the word (stress). The W1 has the S1 and S2. The W2 has the S1, the S2 and the S3. Both W1 and W2 are the same at the starting S1 and S2, morphological influenced here. However, the W2 is a bit different when it comes to the S3. The S1 and S2 of the W1 begin showing a change of the articulation—a phonetic orientation challenges the phonological space for the similarity of the start—if the speaker utters the W2. The W2's S2 changes at its time and space at the head and its saturation into the environment linguistically synced and signed. The language has this rhythm of the speech community. Stop here. Thank you.

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If you have *W*₁: *a.nnounce*, it has gotten as /ə'naʊns/ in its phonological catch for a shared intelligibility: that is, /ə/ and /n/ and /aʊ/ and /n/ and /s/. The slanting lines indicate the imaginative catch of human meaning for the physicality of the language, a kind of material value and its cultural shape development in certain groups of people. The short vowel and the diphthong generate two syllables: *S*₁ and *S*₂. The word's production begins with /ə/, that's the central weak, short vowel and then it continues with /naʊns/. I think I couldn't explain different vowels.

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CLASSROOM TALK 16

A simpler way of going to English speech is falling absorbed into the continuity of language formed with emotions and thinking structures. Is it a Frenchman speaking it falling and falling, in sense and tone?

No, not really. Is it a Pakistani English user doing it for some reasons in Pakistan? Let us see. Connected speech is a natural phenomenon. Meaning beyond the structure of a word is more sensical in utterance production and human interactional behaviour. A frequent exhibition of it is many words, both content and functional, are seen together, nearly connected and changed at the syllabic boundaries. The sense arrangement for the stress is seen into a community conceptual contractions for many organizations of community connections of elliptical nature, physiological ease, speech rapidity and psychological togetherness that the speaker is free to be in the slots of English speech at and across the centres of English communities. He/she is speaking their mind is probably the reason and doing it speaking it in a pattern of communication is the belief that they enjoy.

Please use the supporting weblinks. The speaker of the speech is fluent and carefree. This carefree speech is monitored at words' relationships in spoken speech. The words lose their boundaries (LIASON), drop the phonemes (ELISION), find new sound formations (COALSCENCE), and influence places of articulation of neighborhood (ASSIMILATION). Also remember sense groups and intonational phrasing of the RP. Use lengthening, toning and pausing to accentuate a point of the utterance's production.

CLASSROOM TALK 17

Good morning and Assalamualaikum!

I hope you are doing great in the month of Ramazan.

I hope you have also begun doing some of the texts posted on this classroom of Google. You must have noticed that this journey of ours has come to a point of some good excitement that we try to appreciate the mental construct for our thinking organization in our very early phases of language birth. The one who is just conceived in their motherhood begins getting some good information about the world before they come to it. This way of the relationship, at times, goes back to the body governing the brain and everything of the baby. Biologically, we know that this governing body is in contact with their male human (for a reproductive or language activity). Linguists have recognized this significant development for a language growth's relationship with biological information. That is, it is really difficult to consider everything as a part of motherhood. However, we know that this relationship of connectivities of information received in the baby has taken certain shape in the body of the governing one and the one just born into the world. Her parents and their contacts and the environment contribute to the development of the language. This connectivity has this amazement of the growth of the body's mental construct. And this construct has gotten its own thinking pattern going with the human being's language and resisting to create. That is how this resistance and acceptance are combined in such a way that takes certain sounds of some degrees of meaning. This point of connectivity of the sound with certain degree of meaning is the beginning of this conceptualization. This is the initial growth of the systematic arrangement of

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human language. We can call this combination as a phonemic arrangement of particular sound of lots of people growing together. And they grow and pass away. And we, you know, in continuity are here and will also pass away. The language will retain its shape even if it exhibits changes. This is all amazing, right? On the one hand, we see some strong consistencies of the language at the level of the knowledge. On the other hand, we do see lots of the variations. This variation that we see when it comes to our pre-description is too obvious. That's a big problem. The variation is quite persistent because of some regional psychological and physiological arrangements of people and place including your city and the institution. The institution means that the language is spoken here in a controlling that can't allow you to talk the way you may like to.

The RP can't flourish unless and until it's given its right environment or place. The environment means that the people should speak the same language, but the one who wants to communicate it must have this feeling that the way he or she wants to talk is understood and that he or she can continue confidently and successfully. And if you go back to storytelling, you must have noticed that a five-minute task is too huge. You have to feel your own voice, compare it with others, can also make a contrast between the male and the female, establish lots of contrast between age groups, do so for your emotions and loudness, have lots of pauses and make use of the syllables. A syllable is an interesting part of all languages including English. It has a peak of sonority, something that is musical to the speaker and the listener and is saved with consonantal additions to the meaning the human sense wants to generate and follow for a language. The syllabic language has its intonation and tonic variations. If you are happy, you may show your excitement with a rising tone in general. The question is structurally improvising for an enquiry and seen dropping for an interactant's confirmation in the RP speech. You can increase your loudness. You can drop it. You can just flatten it. You can use lots of variations. You can have a sharp fall. You can have a low fall and a sharp increase, a sharp fall and a low, and then low increase. Try to observe all of them and make them dramatic for the language appreciation. This emotional growth of thinking is so immersed into the talks of the RP speakers that you can't separate this activity of intonation from syllabification and phonemic arrangement of meaningfulness.

I would like to talk about educational opportunities for such patterns of space in our own communities of learning. We know that there are lots of opportunities. We can have the communities and help the learners use the language. There are hundreds and hundreds of texts available to our kids and adults. And we can help them. We can help them use the same efficiently. We can try to locate some difficult parts. The parental information, the environmental conditioning at a place and the baby's development for the language and its/with the emotions are complex for first and second language preferences in the recent communicative speech contacts of multilingual communities

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in urban Karachi. It's really difficult to distinguish first language from the second language and then the language of preference from the language of the parents at this point of educational opportunity. This complexity is too great today that I think I simply fail to identify different individuals with their own attitudes and affiliations with the language here.

What are those educational opportunities?

Good series of the BBC for the RP and the CNN for GA may be listened to for adult literacy periods. The global broadcasts have issued some simulations too. For the kids, the schools, the games, and the television channels that do naturally connect with the brain for linguistic intelligence may be used for optimally. The naturally connect refers to the computational relationship of the language on the screen and the synaptic connectivity of the brain. There must be an interference of some degree of safety from the danger of the electronic control of the body. A medical practitioner and national law teams are a good resource. A linguist must use this practice. Pakistan must improve its conditions for it. The applications of the devices are difficult for the users in such cases. We can also ask our kids to go to something different. How can we do so? Are we going to teach them phonemic arrangements? Are we going to teach them syllabification? Are we going to teach them international variation? The language has its own totality.

The kids and the adults have their languages. They show their happiness and sadness. They can go with some resentment. They can resist. They can say. They can hesitate. They can show their confidence. They can go different at times. We can use our own intonational phrasing at the start. Their own state of mind can help express their language. The other way is to go step by step. A phonemic organization is excellent. We can select some of the phonemes, place them into some phrases, use them into some utterances, can ask the kids to reproduce the same mechanically at the start. They can use them naturally later. This mechanical activity can be developed into some natural behaviour. A plosive alerts the body and an affricate needs a greater neurological efficiency. The differentiations of the phonemes may be introduced too this way. Since the kid has a developing language, their listening behaviour may not help at times. There must be some visual, aesthetic and kinesthetic support for the body and the brain. The language development report for the acquisition may be used too.

English syllables are different and difficult for Pakistani learners. We may help them appreciate the behavioural change of the body and the environment for the language. Similarly, we should recall the words in the syllables for a clearer human sense and its development into a meaning for a speech community. The noticeability of the word stress is likely to follow. Do not teach. Help them learn. We can use lots of other classroom activities. We can have chit chats. We can have a dialogue. We can have

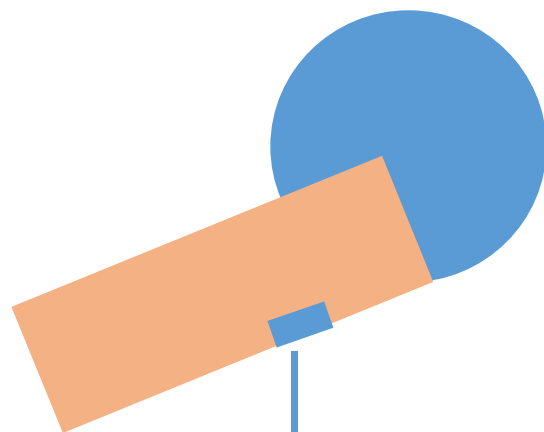
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simulations. We can have some mechanical activities before we help them change into some natural performances. And we should try your kids and adults to be happy. They should have their confidence because it has the emotion that this production of the speech needs.

This may result into a speech community connecting with the world and a pattern of English pronunciation intelligible and appreciated. Thank you. Stop here.

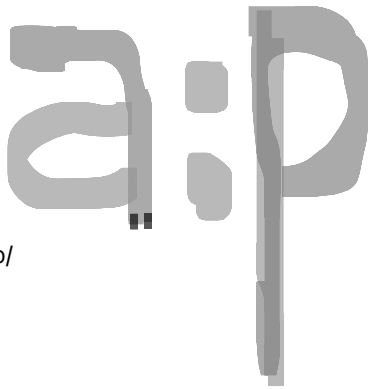
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Speak it RP



/pɪn/ to /tɪp/

Seal the lips and say the /p/

What is the problem?

/best/

Seal the lips and say the /b/

Is it differing?

/test/ and /set/

Say the /t/

The tongue touches the gum, doesn't it?

/did/

Say the /d/

Is it the tongue's tip?

/kɪk/ and /gæʊ/

What're the words' starting with?

/fɪlm/ and /veri/

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Are they starting the same?

/θɪn/ and /ðɪs/

Thin and this

/sɪs/

Is the phoneme same at the start and end?

/ʃɪn/ for *shin*

/ʒɒnrə/ for *genre*

Say /ʃ/ and /ʒ/

/haɪ/ for *high* that ends at /aɪ/

/mɪns/ for *mince* that's mid is /ɪ/

/sɪn/ for *sin*

/rɪŋ/ for *ring*

/west/ with /w/

/left/ with /l/

/fi:l/ ends at /l/

Is /l/ in *left* and *feel* the same? Not really.

/rest/ for *rest*

/sɜ:v/ has /ɜ:/ for a long *serve*.

/jes/ has a quick /j/

Diacritics

for the utterance

for syllabic boundary

for the primary stress

/prəˌnʌn.sɪˈeɪʃn/ or /prəˌnʌn.sɪˈeɪʃən/

for a nasalized

for a sharp fall

for a sharp rise

for a low fall

for a low rise

for a rise-fall

for a fall-rise

What else do we use for other intonational phrasing?

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When the tongue at its mid moving



Clean a lane.

The boy's cool,



Book it done,

birds have it fun.

The court is good.



Play and pun!



She's far!



Don't test her, sire!



Cats are grey!



It's a day!

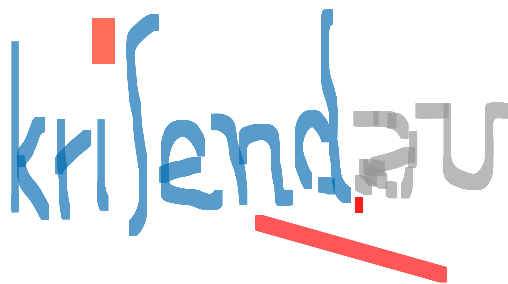


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		eɪ		
/ɪts ə deɪ/		ɪ		ə
		eɪ		

-

The two and three



The mid moves up and back.

It goes down and rests.

It's a diphthong.

/greɪ/ has /eɪ/.

It's a triphthong.

/saɪə/ has /aɪə/.

It's a crescendo

/gəʊ/ has /əʊ/.

Tasks A and B

A: Can you match the sentences with the IPA transcription?

1. It is always nice to have friends in the university of mine.
 2. My language is not just Urdu because I can show my affiliations with Punjabi and Sindhi as well.
 3. I love my friends speaking Pushto and Balochi.
 4. There are many silent speakers of Gilgit and Baltistan.
 5. The University of Karachi has everyone doing lots of things from politics to socialization, sciences and art. English in novels and dramas is just amazing.
 6. I want to perform and see if the same can be learned in school education.
-
- a. /'ɪŋɡlɪʃ ɪn 'nəvəlz ənd 'drɑ:məz ɪz dʒʌst ə'meɪzɪŋ/ /aɪ wʌnt tə pə'fɔ(r)m ənd sɪ ɪf ðə seɪm kæn bi lɜ:nd ɪn sku:l ,edʒʊ'keɪʃən/
 - b. /maɪ 'læŋɡwɪdʒ ɪz nɒt dʒʌst 'ʊrdʊ bi'kɒz aɪ kæn ʃəʊ maɪ ə'fɪleɪʃənz wɪð pʌn'dʒɑbi ənd 'sɪndi æz wel/
 - c. /ɪt ɪz 'ɔlweɪz naɪs tə hæv frendz ɪn ðə ,junɪ'vɜ:sɪtɪ əv maɪn/
 - d. /ðə ,junɪ'vɜ:sɪtɪ əv kə'rɑ:tʃɪ hæz 'evrɪ,wʌn 'dʊɪŋ lɒts əv θɪŋz frəm 'pəlɪtɪks tə ,səʊʃəl'aɪ'zeɪʃən, 'saɪənsɪz ənd ɑ:t/
 - e. /aɪ lʌv maɪ frendz 'spi:kɪŋ pɒʃ'təʊ ənd bə'ləʊtʃɪ/

-
f. /ðeər ɑ: 'meni 'saɪlənt 'spi:kəs əv 'gɪlɡɪt ənd baltɪ'stɑ:n/

B: Can you write a paragraph about /ə'faɪleɪfənz wɪð/?

The King's Speech



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The King's Speech

RELEASED IN 2010

It's a movie time.

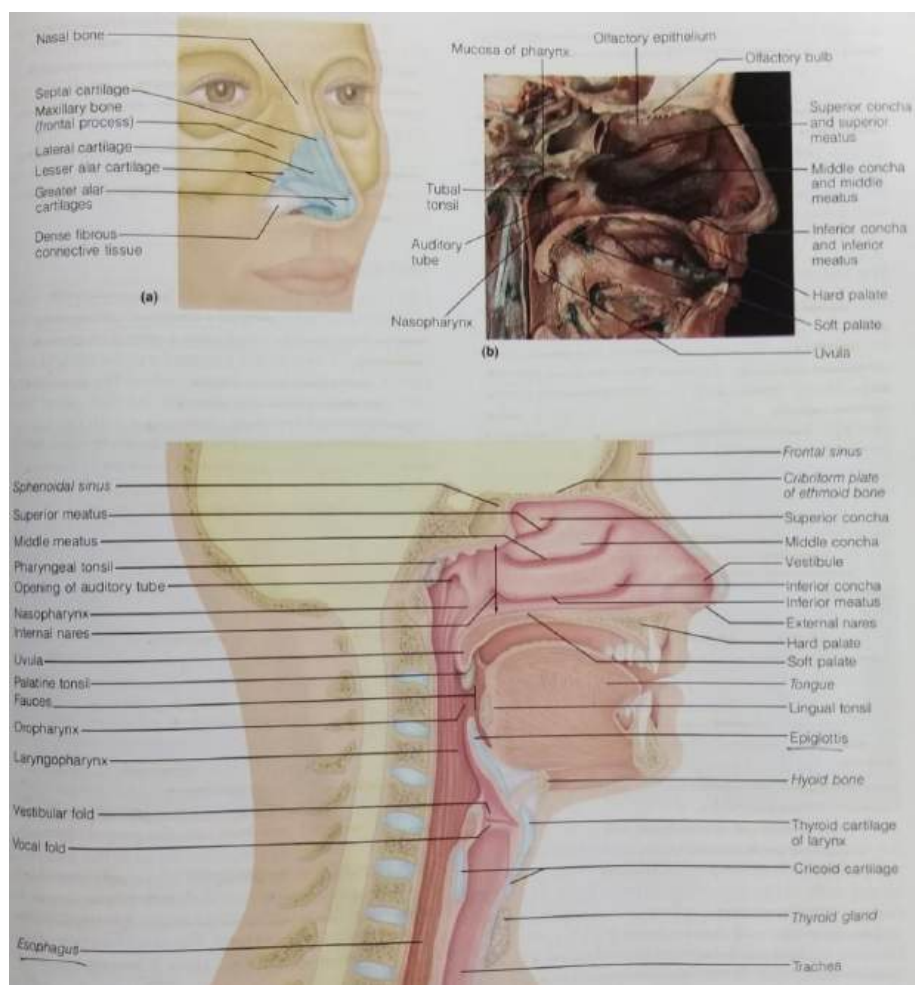
The noisy plosives to a musical nasal to a more qualifying melody required for a vowel to be synced into a sense of the language of English are amazing when one is eager to know how a language is operated or operates for a human being placed or moving across.

The neurological order for an established physiological support should have a connectivity for a consonantal cluster for /sk/ if the speaker of Punjabi or Urdu or any other language of the region can prolong the fricative to get to the plosive without forming an epenthesis (a vowel phoneme of comfort of language adjustment) . This is learned and should be promoted to get to the production of the consonants together at the onset at least.

Let's discuss it in an academic discipline of phonological knowledge of the day. I am sure you are aware of physiological needs and physiological requirements for a good neural planning for speech production. What can the senses be planned in the neurons for its transmission and physiological conditioning through the lungs to the speech producing cavities?

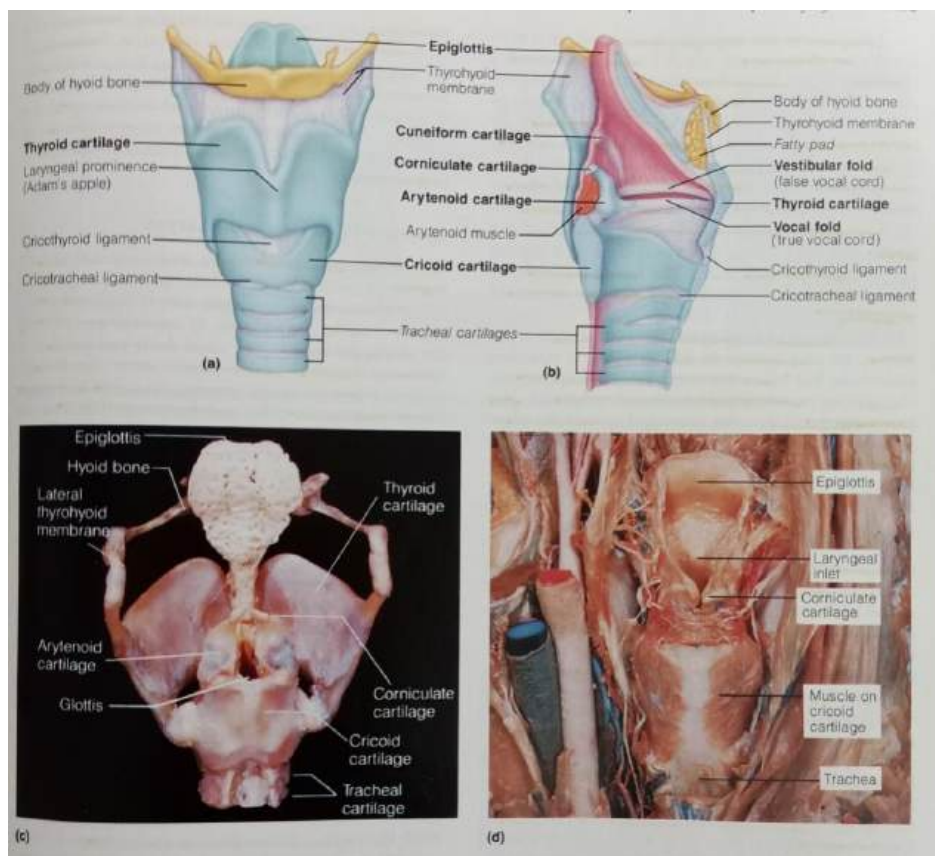
Watch The King's Speech. You should comment upon both physiological and physiological (and neural appropriateness) orderliness.

The sinus for speech



Marieb (1992:727)

The cartilages and laryngeal inlet



Marieb (1992:729)

-

A PAPER TO READ.

IT WAS DOCUMENTED MANY YEARS AGO.

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Are words really safe with Turnitin?

Higher educational institutions of Pakistan are curbing plagiarism and promoting intellectual property. With global soft technological efficiency, the Higher Education Commission of Pakistan (HEC) has introduced Turnitin to almost all research and teaching institutions of higher education. Not only has it improved the virtual text corpus development opportunity in this low-income country, it seems to have established a firm point of reviewing the meaning of redundancy of actions of words before it becomes a part of a national discourse of education. The language's instability or its indispensability emerges as a learning phase of the scholars using English as their second choice of communication in the country. Linguistic deficiencies in English use and controversies over measurability of plagiarism are main challenges posed to a successful operation of Turnitin for plagiarism protection here. The study, a bit action-based because of classroom vibes and vibrancy for the needed actions and results, was aimed to gather information through a five-level Likert scale-based questionnaire about the service's usefulness for business writing courses at a business school in Karachi. A group of bright students from this management school of learning was asked to participate in by following a learning mode of Turnitin's service some years back when the author had been asked to introduce it to for language awareness, learning management and language proficiency. On the one hand, Turnitin was developing carefulness among the future graduates, on the other hand, it was learning management and plagiarism prevention.

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INTRODUCTION

A friend of mine introduced me to Bob Dylan when I was doing education in this very institution of learning in Karachi. He was nice. The words Bob composed and sang were beautifully orchestrated in a good setting of American highways. He had done it for the Biblical texts too. I remember my words 'My way or high way!' had been clichéd. I used them for the promotion of originality of work and words in my sessions of business management where students were frequently asked to fall into a kind of superstitions if they really wanted to do something very different and original in their future business in Pakistan. The market had its neoliberal value of conformity controlling their thoughts and practices. They had fears and persuasions. The following song of his in a poetic symmetry of his guitar shape—that I want to get hold of and play whenever I visit the city's Alkaram Square's too small shop for music—was placed on a site. There were some mistakes too, I guess. The language's capital letter was an indication of a sense or its repetition for musicality and its acceptance in human communities. The words repeated this way are safe, aren't they? There are many technological software packages on the cellphones catching, copying and finding similar work of shape and words these days. The colours contribution has also been added. The work and the word need to be safe. Bob is safe. We have his words. We sing. The reader of mine is young. They can do so and research for the global development of everyone of all origins of Pakistan.

May you have a strong foundation

When the winds of changes shift

(Dylan, 1973)





(Dylon, 2024; 1973)

There is a remarkable reduction of plagiarism in higher educational institutions (HEIs). HEC-Pakistan has furthered this global trend of plagiarism prevention among university scholars through admiration for Turnitin's use. A report about academic writing for publication with Pakistani and American writers in US Embassy's regional English language office in Islamabad was a happy move for virtual support of humankind in the COVID-19 period (HEC, 2019). Turnitin was introduced to American high schools and universities for plagiarism detection more than thirty years ago. Its internet-based service was used to electronically match submitted English text's similarity with its database containing English books, articles and web write-ups. Besides a repository for plagiarism detection, the software's originality reports, grade sheet, grammar check, and peer review are helping students write effectively today. The HEC's report for the second decade of the century is a fine indicator of successful introduction of the software package among more than 7000 teaching and researching members staffed by more than 100 institutions of higher education of the country (HEC, 2012). More than 150000 documents have been submitted to it for originality reports since 2007 (ibid). This study is a small research organizational work upon an action research-based formulation for the observation for the effectiveness of the students of writing skills in some taught courses of English in a very good institution of higher education in Karachi.

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SOFT TECHNOLOGY

The educational perspective of technological improvement for knowledge sharing human communities is easy to perceive today. International bodies of funding and educating have almost established a contact of women and electronic communication for global visibility of both human genders in Pakistan, the democratic relationship of a good civil life for public institutions in the USA is at a discord. Kathy Hytten (2020) summarizes the latter in the review of *Democratic Discord in Schools*, highlighting radicalization, lack of communal harmony, digital surveillance and negative capital market for countless participants falling into further research. The problem seems to show an incompatibility of software packages and machines with human creative productivity for social and psychological order of the communities. However, its soft part is a text in some conditions (Grint and Woogler, 1997, as cited in Selwyn, 2012). It is developed with mechanically available languages and devices, read, interpreted and replied and sent back with feedback. Its instructional part, commonly referred to as instructional technology (IT), is used to improve learning and classroom learning conditions if the barriers of access and pedagogical excellence are managed to be reduced (Kelly, 2015; Earle, 2002). I enjoyed talking about the use of Google classroom for religiously Muslim female participants of English placed in bad physical conditions of mass higher education in a city's public institution of learning and researching lately (Raza, 2023).

SENSITIVITY

The sensitivity of the technological use for human knowledge management needs regional liberty. Since lack of visible contributions of Pakistan's industrial manufacturing for the devices and their parts, the Pakistan-based users including the learners and the teachers may sense a danger of objective constraints of linguistic movement controlling their thought process and cultural practices in certain conditions. For example, the electrification and quantum arrangement for the information packs for the human minds neutrally connected, with or without visual operations for textual production and reception, may pose a danger if the user or their contact members are not isolated from the operation of the sets. Daniel Hourigan (2009) discusses Slavoj Zizek's ontological space for it. A letter of mine posted to The Guardians is as follows (Raza, W., personal communication, 2023):

It has been a while since I talked about communication patterns in buildings and better equations of personality traits for everyone and everything. It is pretty noticeable if a building nicely structured for everyone and everything has a mark of hospitality for the ones who, in particular, join such one for academic reason and social support and restructuring. I know public educational institutions of higher

education have lost the love and labour for this sustainable impact of communication patterns in the city of Karachi—the reasons are many, obviously—but your formal role as a student must resist to exist. Its initial pattern development lies in the tension of the boundaries of the social group you want to be seen from and the liberties of thought for excess, acumen, articulation and transgression. To ease this difficulty of life sciences, one must walk into the boundaries to go to the scale of the liberties of thought. Luckily, the student who is interacting with me these days is a good girl of diverse ethnic information for global linguistic use and reason. If she drapes herself awkwardly, the tension of life sciences may get alarming. Not only is this the liveliest urban spot of the country, if I can't call it a vibrant city of the day, it also exhibits an extraordinary human pressure of co-existence. You must survive to support the communication for a positive health of the campus by sending in your selection of the choices offered and/or created in colour and clothing. Please remember its manifestation or declaration or both on a common electronic screen is not the one on the campus or in the teaching room. Rather, this electronic display of yours or anyone on this earth has its historical culture of absorption and promotion. You should try to be smarter in this medium when you are using it for a social gathering and/or academic discipline. A burqa or a veil isn't bad if you are culturally safe but its transfer to such wired communication is visually deficient and electronic culturally counter-supportive for global administrators at the moment. Its terminal pattern, as a result, is your community engagement display, a civil voice for individual proximity, and transnational personality trajectory. A good face for a good girl is the good face of the institution of higher education in Karachi.

EDUCATIONAL USE

Mass education seems to have landed itself to a technological leap. Not only does it for everyone on the earth, its contribution is felt in higher thinking parameters. Computer assisted non-traditional laboratories for information, experimentation, solution, mental processing and belief operationalization are some of visual and virtual experiences of the learner in a university today (Verstege *et al*, 2021). Its implementation in America and Australia have many positive results on first nations, groups in the outskirts, people with underachievement and bad enrolments for learning practices (Li, 2021). The interdependence of education and technology for (multi)literacy intervention in diverse ethnic groups and digital technologies for languaging has encouraged the disadvantaged to read and write on digital screens for culturally responsive content share (*ibid.*). Their cognitive processing's enhancement is realized with improved inclusive instruction patterns, collaborative learning practices, learning outcomes, learning management and flipped learning courses when the virtual reality is open to reflection and discursal contributions to social, constructive behaviour of the community (Sadaf *et al*, 2021). Bandura (2000) suggests that this behaviour which is a result of a human agency's controlling capabilities layered or/and cognitively arranged as personal efficacy for barrier identification and solution, proxy

- efficacy referred to as a perceived right choice for a political idea or school support and collective efficacy for a social membership is an indication of a fit for local ecologies (Glassman *et al*, 2021). For example, a course about cyber security and digital forensics happily placed in the learner's lobes through experiential learning theoretical framework is a pedagogical knowledge portrayal of traditional hands-on experience with computer assisted non-traditional laboratories to follow in and beyond different geographical origins with the courses of other institutional disciplines (Flores *et al*, 2021). Such a belief recognition and appreciation need metacognitive judgements for educational purposes when the learner is asked to vote for an idea, go through a self-assessment, take a quiz, and reply to a set of questions or items placed on the continuum of sensitivity values ranged from low for under-confidence/diffidence and high for confidence (Papadopoulos *et al*, 2021). Interestingly, the voting phase is reportedly true with higher sensitive values while the replying one even if the response is correctly accepted with lower sensitive ones (*ibid.*). The motivation of languaging for Internet protocols is coupled with pleasure-seeking motivation for K-12 students and teachers' behavioural intent of choice of mobile Internet for knowledge and performance in and outside classroom practices (Nikolopoulou *et al*, 2021). This has given the educationists an opportunity to a favourably exploitation of learning analytics saved to track the learner's history of the intent's use on the Internet for a scheme of learning, intellectualization and measurable performance despite a sad condition of the prevailing challenges of privacy, generalizability and ethical values in some higher institutions of learning (Mathrani *et al*, 2021). Virtual task formation, therefore, is not considered enjoyable unless the performer's rational emotive behaviour is positively predicted (Jones *et al*, 2021). Both cognitive and metacognitive reasons to justify the chance of languaging on the Internet are a fascinating motivation to promote in higher education for many individualistic, happy human agencies in the global completion of knowledge gain and distribution.

HIGHER EDUCATION OF PAKISTAN

Sikandar (2018) comments on religion, society and power relationships by a method of language analysis in her doctoral study. She stresses upon social mobility, intellectual liberty, control and identities while reporting her framework of study highlighting English use in colonial and postcolonial periods in and outside institutions contesting for authority and governance, that is, (mass) education, military battalions, electoral systems and technological advancements. Linguists have attempted to establish a place for an argument for language use and its codification in Pakistan. While Muhammad Asim Mahmood's (2009) corpus is a step towards it, Ghulam Behlol (2009) has demonstrated a desire for its promotion through modular method of

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teaching in Punjab. Farzana Bukhari's (2013) redefinition of teaching methods for classroom practices cannot be seen but a simple projection of Islamic values and a way to English language education in KPK. Shumaila Shafket Ali (2017) has successfully defended a case of a minority language of the country at the University of Karachi. This is what a prevailing linguistic situation of academic pursuits on a page of the HEC is if a reader is eager to read about the country's problematization for linguistic appreciation. One can predict social conditions, inclinations and practices of placing oneself in Karachi's urbanity and KPK's war-torn Pushtun- and Hinko-speaking communities.

Higher education's successful progression towards research and development is tied with knowledge construct and society. Because of this nature of learning, the boundaries of universities that have historically been based on human intellect and have recently been realized with commerce and trade are considered as governing bodies of work stations whereby human capacities are made functional for capturing and operating extraordinary phenomena of the universe. They help (re)direct human minds on a scale of rationality. Perhaps such understanding of humans helps recognize fundamentals of a university, its scholars and its scholarly endeavours ranging from theology to mathematics, psychology to language and chemistry to economics (Macintyre, 2009).

For instance, infrastructural changes have redefined learning practices within the domain of formal education of tertiary level. A room of teaching is equipped with electronic devices. Lectures are improved with their effective use. Large groups of listeners gather in auditoriums and halls for public participation. Support staff is hired to ensure successful completion and continuation of educational practices in and outside classroom and laboratories. The HEC's encouragement for entrepreneurs and educationists to invest funds and efforts in engineering, economics and medicines is getting noticeable in the institutions' centres of research, innovation and commercialization. Even the oldest institutions are thinking of introducing learning management systems. Turnitin's use is accessible to almost all institutions of higher education of Pakistan. Students are enjoying exploring its features of learning and improvement. Yet, Moodle's management is subject to the country's educational planning.

PLAGIARISM

Appreciation of originality of thought and critical thinking is perhaps a simple way to fight against plagiarism and improve learning practices. Sutherland-Smith (2008) advises teachers to apply transmissive and transformative approaches of learner-teacher interactions for enhanced academic integrity and originality of (written)

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expressions. Teachers get engaged into transmissive approaches when they begin lecturing students using electronic slides and handouts containing information. By practicing it, they help them learn about referencing and plagiarism prevention methods. In the latter, they are trained to appreciate opinions about writers' thoughts and facts. In addition, their active participation is realized with their contribution of critical commentary or/and appreciation adding to the process of knowledge construct.

'Plagiarism consists of presenting someone's else's work by means of either word-for-word copying or paraphrasing' (The Copyright Licensing Agency, 2013). However, its accurate measurement through a software package (For example, Turnitin that helps match text with online data and reports it with similarity index) is rather impossible in the absence of expert's opinion (Liddell, 2003). There is a need of taking a step towards a differentiation between similarity index and plagiarism in some learning communities. Since plagiarism detection through software packages lacks human judgement (Dahl, 2007), equating the index with plagiarism is an academic failure. Probably this is why its gradual rise in the HEIs of Pakistan (Shiraz *et al*, 2010) is still misunderstood (Ramzan *et al*, 2011). Social mobility, competition, deadlines, peer pressure, professors' high demands are the reasons of students' deviations' reasons from originality of thought (Marsh, 2007; Ramzan *et al*, 2007). Lee (2010) has termed them as 'temptations'. However, plagiarism detection and education may help reduce the practice and write effectively (Park, 2003).

WRITING

Writing is a skill to master in today's world of communication. In addition to listening, speaking and reading, this skill has historically been associated with writing societies. Today's global trend of writing is secured with higher education. The scholars adding to their societies are expected to submit their research articles and dissertations in English even if they speak different languages (Starfiel and Paltridge, 2019). Their scholarly identities are shaped up with their doctoral studies (Morton and Storch, 2019). Their voices that vary from humanities to hard sciences are mediated with language and relationships (Hopwood, 2010). While their textual voice retains their supervisor's feedback, their authorial voice is certainly determined with their interactions with family, friends, gatekeepers and professional contacts. A writer's fluency in second language is influenced by their verbal working memory capacity for a translation of ideas into a written form and verbal long-term memory that retains general knowledge and language knowledge (Kima and Crossley, 2021).

ENGLISH WRITING SKILLS AND PLAGIARISM

Although textual plagiarism is 'a refusal to engage legitimately in writing process', studies about constraints and cultures in second language (L2) writing skills have been used to challenge the view (Pecorari, 2008). It is persistent among linguistically deficient L2 writers. Paraphrasing that falls into an act of prototypical plagiarism if the source is not cited may help L2 writers improve writing skills though (Pecorari 2003; 2008). Hayes and Introna (2005) have observed that words copied by Asian students are an implication of their desire to show respect for authors. Cultural, academic and strategic practices for plagiarized writing are important to evaluate if a community of learning plans to combat against plagiarism.

TURNITIN AS A FORMATIVE WRITING TOOL

Stressing upon the relationship between plagiarism detection and education, Turnitin has begun offering its services for a better learning nowadays. It has become a promotional partner for student-teacher trust-building shifting its primary focus of plagiarism detection to the services extended to students and teachers including electronic feedback, grade sheet, peer review and facilities for uploading reading texts and handouts (Dahl, 2007). It has become 'the global leader in student writing's improvement and evaluation (Turnitin, 2012). The University of Kent has introduced the software package for students and staff (Cohen, 2010). Cohen (2010) used a questionnaire and a survey interview as data collection tools to access information about Turnitin as a writing tool from two small groups of students studying economics and business. Its acceptance as a technology model in Pakistan has also been recognized (Alam, 2011), Moreover, its penetration into institutions like the University of Mary and the University of Auckland is its global endorsement to learning management (Goddard and Radzki, 2005; Sheridan *et al*, 2005).

QUESTIONS

The service's introduction to HEIs-Pakistan should be interpreted as a milestone towards global connections and academic excellence if its use helps learn and avoid plagiarism. The following questions were worded to conclude the study:

1. Does Turnitin help improve business education's students' understanding about academic integrity and plagiarism?
2. Does it encourage them to write well?
3. How does it help them manage learning?

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METHOD

The study was structured upon a twenty-item questionnaire on a five-level Likert-scale enquiring from 147 respondents / students about their academic affiliations and perceptions about the software package's usefulness. While male and female students were ninety-nine and forty-eight respectively, one-hundred-and-four respondents were in the age group of 20-25 years. Most respondents were registered candidates for the qualification of MBA programme

Respondents' information

Demography of participants	Frequency	Percent
Gender		
Male	99	67.3
Female	48	32.6
Age group		
Below 20	12	8.1
20-25	104	70.7
26-30	23	15.7
31-35	7	4.8
36 or above	1	0.7
Program of study		
MBA (Health & Hospital Management)	29	19.7
MBA (Industrial Management)	42	28.6
MBA (Telecommunication Management)	2	1.36
MBA (MIS & Finance)	24	16.3
MBA (Finance & Risk Management)	20	13.6
BBA (First Year)	3	2
BBA (Second Year)	14	9.6
BBA (Third Year)	12	8.1
BBA (Fourth Year)	1	0.7

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Pearson's r value

Subscales	Using Turnitin Pearson's r	Mean
Prevents plagiarism	0.845**	1.827
Improves writing skills	0.880**	2.477
Helps manage learning	0.715**	1.768

The students were introduced to Turnitin's use by taught courses of business writing before they were gradually guided to an effective use of plagiarism prevention and better English language expressions. Furthermore, they were allowed to check similarity index, understand the difference between the index and plagiarism and make resubmissions. The questionnaire was sent to them through www.kwiksurvey.com after successful completion of teaching. Electronic responses' numerical values were keyed into SPSS 17.0 and formulated with frequency, percentage, mean and Pearson's r.

DATA PRESENTATION AND FINDINGS

1. The questionnaire's second part grouped into plagiarism prevention, writing skills' improvement and learning management was found positively correlated. Not only did Turnitin's service help the students avoid plagiarism, it also assisted them in writing their original expressions. In addition, the service was useful for their learning management practices.
2. The software was a plagiarism's prevention tool to the respondents. Seventy-seven respondents learned to avoid plagiarism and seventy-two confessed that they had fallen prey to it. What is important to note here that those who were reported with high similarity index were motivated to reduce the index in future practices of writing. Out of 147 respondents, 87.7 per cent agreed with the statement of the questionnaire that the use of Turnitin had made them more careful. The service was both learning

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management and plagiarism prevention systems to 72.8 per cent of the total respondents.

Percentage of responses

1. By looking at my originality report I learned that:		
	Frequency	Percent
<i>How I could avoid plagiarism in future writing.</i>	77	52.3
<i>I plagiarized unknowingly.</i>	72	48.9
<i>I hadn't plagiarized.</i>	45	30.6
<i>How many references I used.</i>	35	23.8
2.The use of Turnitin for the submission of assignments increased in me:		
<i>Carefulness</i>	129	87.7
<i>Nervousness</i>	29	19.7
<i>Happiness</i>	13	8.8
3. For me, Turnitin was:		
<i>Both learning management and plagiarism systems</i>	107	72.8
<i>A plagiarism detection system</i>	32	21.8
<i>A learning management system</i>	8	5.4

3. It was also found that the students were in more agreement (Mean 2.4776) when asked to share their perception about the software's usefulness of English language.

They did think that the software was helpful for grammatical correction.

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DISCUSSION

The institutional need of shaping an example of management of learning and doing is a central trend towards human language use. The technological growth and its configuration for language display and management must be considered an opportunity for this exemplification for the low-income country. Although the HEC's support for both public and private institutions of higher education seems to be the same, the private ones are fairly good at managing their human populations for a social change from a paper work to paperless community. The institution in question was encouraged to save the paper and go green by its initiatives for virtual mobility, textual performance for idea and thinking and leading lines for the scholars in Pakistan. The HEC's paid service of Turnitin was regularly interrupted unless the author requested the management to continue the practice for the welfare of the community and the national voice to the global trend of virtual academic practices. The students accepted the virtual continuity to their classroom practices and began using it for social communication. The peer work was an indication of their formal choice of academic expression in addition to the formal submissions and resubmissions to Turnitin. The sense of textual similarity, word choice and language constraints of ideas were taken up to the author for discussions, to check if the same words could be considered a negative work labelled as plagiarized even if they did not intend to do so. Their carefulness for the service and the growing sense of its incompatibility for some clichéd sentential agreements of professionalism in writing cannot be placed to highlight the significance of the service if it is aimed to promote a healthy campus life. More to the point, the newly offered AI service has made the service use at a controversial issue of semantic clone and textual similarity. The regular dereferentiality of the new text to the corpus may lead to an addition to the national discourse and some degree of directionality for language proficiency, language identity and language growth. Its use for the national language and some popular regional languages must be introduced to sense the communal structure of thinking and doing in higher education. It is evident that the non-English languages have their spaces in the minds and the languages of the submitters on the HEC's portal. If they or other from the same country are offered their languages for textual originalities, the discursal organization of the nation may be improved and appreciated for an international broadcast.

CONCLUSION

English Testing Service's e-rater's Grammar Checking Technology is an attractive feature to the writers who want to use correct grammar and score well in writing assignments. Similarly, the institutions that lack technology driven learning management systems' successful operations within and across communities of

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scholars may find Turnitin as an ad-hoc substitution. Obviously, plagiarism prevention can be promoted and practised for a better social change in the country through the institutions once their scholars are motivated to appreciate differences between the index and plagiarism, and textual and prototypical plagiarism.

RECOMMENDATIONS

I think this man from a developing country must not recommend Turnitin for technological improvement for human valuation as the massification of higher education is certainly an issue of big human populations, like India, China, Bangladesh and Pakistan. The cheat or copy seems to be an issue beyond the software work for educational purposes. This is a matter of human integrity. They must think and improve the creative inseparabilities of human expressions to avoid conflicting currents of men and women. Every neuron shapes a thinking pattern for word organization and human display of work. I simply do not know if the popular AI is made simple for the creative section of technology. I was watching a television show hosted in Islamabad. It must save people. I know the technologists want the creative displays' protection of each and every hands' and head's living on the planet. Pakistan must use the service for learning management. The creative part needs care of human artists, teachers and technologists.

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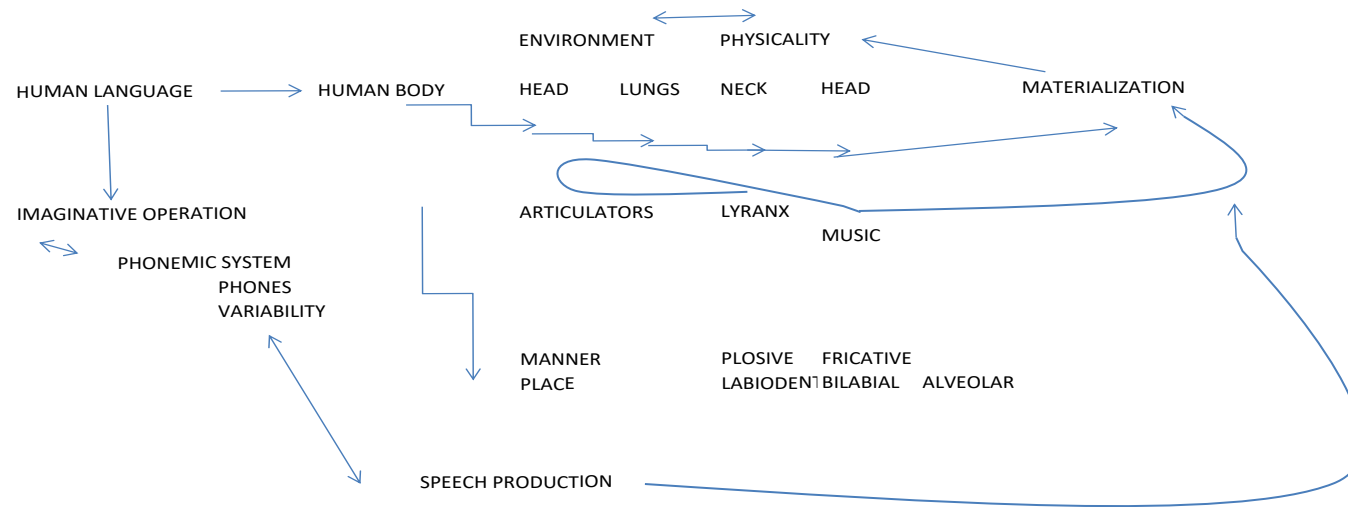
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NOTE-TAKING

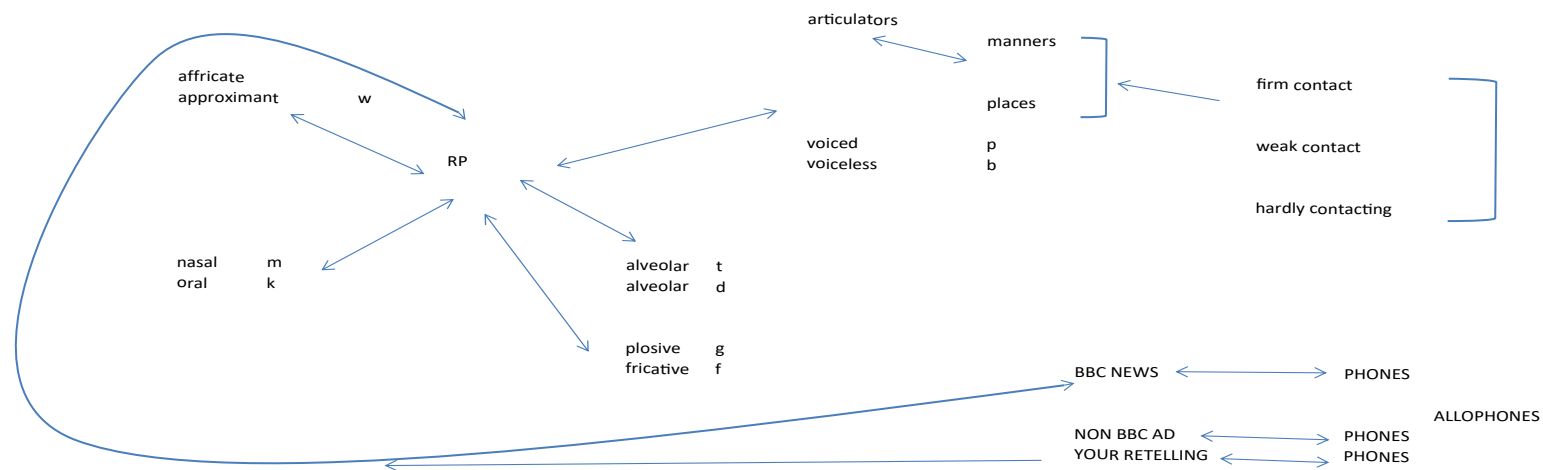
TALKS 5A AND 5B

LISTEN TO THE TALK AND RECALL THE REST.
CONNECT AND ADD/



COURSE ENG PHON
PROGRAM ENGLISH BS/MA
TF WR
WATCH BBC

CONNECT AND ADD.



SYMBOLS

THE INTERNATIONAL PHONETIC ALPHABET (revised to 2015)

CONSONANTS (PULMONIC)

© 2015 IPA

	Bilabial	Labiodental	Dental	Alveolar	Postalveolar	Retroflex	Palatal	Velar	Uvular	Pharyngeal	Glottal
Plosive	p b			t d		ʈ ɖ	c ɟ	k ɡ	q ɢ		ʔ
Nasal	m	ɱ		n		ɳ	ɲ	ŋ	ɴ		
Trill				r					ʀ		
Tap or Flap		ⱱ		ɾ		ɽ					
Fricative	ɸ β	f v	θ ð	s z	ʃ ʒ	ʂ ʐ	ç ʝ	x ɣ	χ ʁ	ħ ʕ	h ɦ
Lateral fricative				ɬ ɮ							
Approximant		ʋ		ɹ		ɻ	j	ɰ			
Lateral approximant				l		ɭ	ʎ	ʟ			

Symbols to the right in a cell are voiced, to the left are voiceless. Shaded areas denote articulations judged impossible.

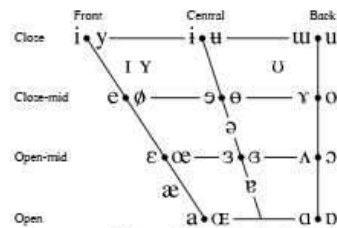
CONSONANTS (NON-PULMONIC)

Clicks	Voiced implosives	Ejectives
◌ ɸ Bilabial	ɓ Bilabial	ʼ Examples:
◌ ǀ Dental	ɗ Dental/alveolar	ɓ' Bilabial
◌ ǃ (Post)alveolar	ɟ Palatal	ɗ' Dental/alveolar
◌ ǂ Postalveolar	ɡ Velar	k' Velar
◌ ǁ Alveolar lateral	ɠ Uvular	s' Alveolar fricative

OTHER SYMBOLS

ʌ Voiceless labial-velar fricative	ɕ ʑ Alveolo-palatal fricatives
ʋ Voiceless labial-velar approximant	ɺ Voiced alveolar lateral flap
ɥ Voiceless labial-palatal approximant	ɹɿ Simultaneous ʀ and ʁ
ʜ Voiceless epiglottal fricative	Affricates and double articulations can be represented by two symbols joined by a tie bar if necessary.
ʕ Voiced epiglottal fricative	
ʡ Epiglottal plosive	

VOWELS



Where symbols appear in pairs, the one to the right represents a rounded vowel.

SUPRASEGMENTALS

ˈ Primary stress	ˌ Secondary stress
ː Long	ˑ Half-long
˘ Extra-short	˙ Minor (floor) group
˗ˊ˗ Major (intonation) group	ˑˑˑ Syllable break
ˌˌˌ Linking (absence of a break)	

TONES AND WORD ACCENTS

LEVEL	CONTOUR
˥ Extra high	˥˥ or ˥˦ Rising
˨˩ High	˨˩˨˩ Falling
˨˩˥ Mid	˨˩˥˩ High rising
˨˩˥˩ Low	˨˩˥˩˩ Low rising
˨˩˥˩˩ Extra low	˨˩˥˩˩˩ Rising-falling
˩ Downstep	˩˩˩˩˩˩ Global rise
˩˩˩˩˩˩ Upstep	˩˩˩˩˩˩˩˩ Global fall

DIACRITICS

◌̥ Voiceless	◌̤ Breathy voiced	◌̦ Dental	◌̧ Apical
◌̨ Voiced	◌̩ Creaky voiced	◌̪ Laminar	◌̫ Nasalized
◌̜ Aspirated	◌̝ Lingualized	◌̞ Palatalized	◌̟ Nasal release
◌̠ More rounded	◌̡ Labialized	◌̢ Velarized	◌̣ Lateral release
◌̤ Less rounded	◌̥ Palatalized	◌̦ Pharyngealized	◌̧ No audible release
◌̦ Advanced	◌̧ Velarized or pharyngealized	◌̨ Raised	◌̩ Lowered
◌̧ Retracted	◌̨ Raised	◌̩ Lowered	◌̪ Advanced Tongue Root
◌̨ Centralized	◌̩ Lowered	◌̪ Advanced Tongue Root	◌̫ Retracted Tongue Root
◌̩ Mid-centralized	◌̪ Raised	◌̫ Lowered	◌̬ Retracted Tongue Root
◌̪ Syllabic	◌̫ Raised	◌̬ Lowered	◌̭ Retracted Tongue Root
◌̫ Non-syllabic	◌̬ Raised	◌̭ Lowered	◌̮ Retracted Tongue Root
◌̬ Rhoticity	◌̭ Raised	◌̮ Lowered	◌̯ Retracted Tongue Root